

METHOD

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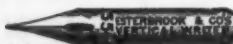
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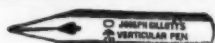
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Studying Abroad.

Every year sees the number of American students in the European universities, art schools, and music conservatories increase, and the question naturally arises, what equivalent do the students bring back in payment for the expenditure of money, health, and brains? Many people, who have carefully considered the subject, think that the balance sheet does not show that the Americans are in debt to foreign countries. Of course, the amount of good a student gains abroad depends largely upon what capital he puts into his work. A year in a German university, for instance, is just so much time for the young fellow who goes from the high school and takes a course of study for which he has only the merest preparation. Another cause of waste of time is the ignorance of the German language on the part of otherwise well prepared students. Besides this, there are universities and universities, and an American student sometimes goes to a "doctor factory" and comes home with a degree, for which he has given time which might have been spent in an American university with better returns.

The matter of health is not always taken into consideration when counting the cost of a course of study abroad. One cause of its failure is that many students try to live too cheaply. Accustomed to generous fare and roomy quarters at home, they lodge in small rooms, in closely-settled quarters of the city. Art students in Paris, who wish to steep themselves in the art atmosphere, live in the crowded Latin quarter, and complain that Paris does not agree with them. And this is the case with many other students. The change in diet is a serious one. Food which is inexpensive is often too highly seasoned, in order to hide the deficiency in quality. Perhaps the changes in the manner of living, and environment are more to blame for the break-down of health than the strain from intellectual work.

The name of the Americans who crowd the music conservatories and art schools is legion. We hear now and then of the success of a few. Who can number the others who return home discouraged, with empty pockets, and, too often, shattered nerves? There are benefits aside from instruction, to be gained from the foreign sojourn, which are not to be lightly considered.

But for the young student who goes abroad expecting to make his bow in Italian opera houses, or to dazzle the art world by successful pictures, there is nothing but disappointment. Quite as good results might be reached at home, with much less expense of money and strength. Once it was necessary to go to Europe for the higher courses of study, for music and art, but now America is able to equip her own youth. That this is so, is due largely to the pioneers who went abroad to find the best that the old world had to offer. That we owe Europe a great debt is not to be denied, but it is an open question if we are not overpaying it in American dollars, brains, strength, and health. A. L. R.

The Naughty Greek Girl.

By Professor J. B. L. Soule.

Miss Alpha, though she led her class,
Was yet a most unlovely lass;
She had a little sister θ ,
And she would often bang and β ,
And push and pinch, and pound and pelt her,
And many a heavy blow she δ ;
So that the kittens e'en would μ ,
When Theta's sufferings she ν .

This Alpha was so bad to θ
That every time she chanced to meet her,
She looked as though she longed to η ;
And oft against the wall she jammed her,
And oft she took a stick and λ ;
And for the pain and tears she brought her,
She pitied her not one ϵ ;
But with a sly and wicked eye
Would only say, "Oh, fiddle ϕ !"

Then, θ cried with noisy clamor,
And ran and told her grief to γ ,
And γ , with a pitying ψ ,
Would give the little girl some π ,
And say, "Now, darling musn't x ."

Two Irish lads, of ruddy cheek,
Were living just across the creek—
Their names, σ and ω ,
The one was small, the other bigger;

For alpha, so demure and striking,
 Ω took an ardent liking;
And Mike, when first he chanced to meet her,
Fell deep in love with little θ ;
And oft at eve the boys would go
And on the pleasant water ρ .
So when the little hapless θ
Alpha was about to β
She down upon the bank would ζ ,
And cry aloud, and shout like fun,
"Run, Mike! run, Mikey! \circ !"

MORAL.

Have you a sister? Do not treat her
As alpha did her sister θ .

(We are indebted to Miss Fannie Cassedy Duncan, of St. Louis, for this poem. It appeared about twelve years ago in "The Presbyterian," being copied from "Appleton's Educational Notes." "Greece is so much in evidence just now," writes Miss Duncan "that the readers of THE SCHOOL JOURNAL will enjoy the poem, although it tells of a naughty Greek, and no one now believes that there is, was, or could be, a naughty Greek." The Greek class in the high school would also appreciate the verses.)

Devices in Class Management.

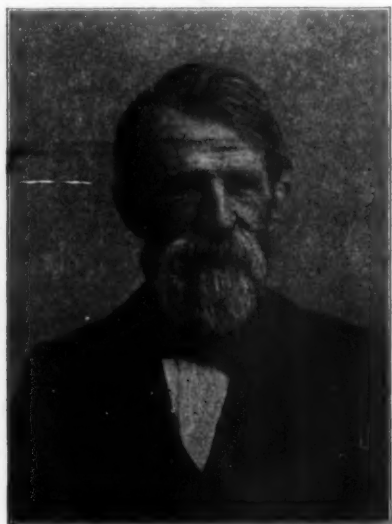
In my class in psychology I tried this experiment.

We had already studied physiological psychology with a dissecting manikin brain guided by James, Ladd, Hoffding, Halleck, and others, and had mastered a general outline of psychology proper. Now I wished the class to bring their own energies into play in investigation, analysis, apperception, concentration, correlation, and expression.

I proposed that every member of the class write out as many relevant questions on the subjects of "Attention" and "Observation" as he could formulate, with special reference to the training of these faculties. (We are neither ashamed nor afraid to say "faculties.")

At the next recitation the maximum was eighteen questions and the minimum was four, in a class of two ladies and fourteen gentlemen.

One pupil was called on to read his questions; all others being requested to check off all of their own, similar to those thus given. Others in order read their questions not thus checked off in any of the previous readings.



DR. ALFRED HOLBROOK,
President National Normal University, Normal, Ohio.
(From a late photograph taken on Dr. Holbrook's eightieth birthday.)

I then said "I have written over a hundred questions relevant and pertinent to these two faculties."

By a unanimous vote of the class I was requested to read my questions. I selected only those pertaining to physical and psychical training, omitting the rest.

For the next exercise I gave each pupil a practical question, requesting him to bring in an extemporaneous report on the question, at the next recitation; the report not to occupy more than five minutes. Two successive recitations were made exceedingly interesting and profitable by these reports.

At the close of the exercise I made the inquiry,

"Ladies and gentlemen, how do you like this form of study?" The voice of the class was unanimous and virtually this, "We have made a broader and more thorough study than would have been possible by any other process."

One gentleman, however, said, "I thought when you first proposed our writing out questions, it would be dry and useless; but as it has turned out, I have been much interested and profited in my own self-management."

In closing the recitation, I said, "I will have some one place the entire list of my questions on the wall, and you can copy them into your class books—if you desire to do so."

My next subject was the "Sensibilities." The class had each as exhaustive an outline as he or she was able to make of the "Sensibilities" on this general plan: furnished by me.

1st. The Ingoing: Desires
Appetites,
Desires proper,
Ambitions.

2nd. The Inworking: Emotions
Physical,
Physio-psychical,
Psychical.

3rd. The Outgoing: Affections
Benevolent,
Malevolent,
Appetent: as the love of home, of domestic animals,
and of work.

These outlines were placed upon the wall by all the pupils. Thus the outline of each pupil was open to the inspection of the teacher and to the scrutiny of all other members of the class.

For the next exercise I proposed writing questions on the "Will" and the "Sensibilities," giving the class these divisions of the subject:

First, logical; second, physiological; third, psychological; fourth, exegesis of all the technical terms used in the discussion; fifth, determinism or free will; sixth, training; seventh, habits; eighth, interest; ninth, miscellaneous, involving any disputed points not reached in the previous divisions.

When the class reported the number of questions reached, the maximum was fifty, the minimum was eighteen. The more important questions were assigned to individuals, as before, for five-minute reports. The amount of research resulting from increased interest in the exercise was positive, marked, and encouraging.

It will be noticed that the object of these processes is not knowledge; it is power; power to investigate, power to analyze, power to systematize, power to realize relations, power of expression, power of habitual interest, earnestness, and excitement in any desirable activity.

In all the Herbartian books the writers too far neglect the means and methods by which character can be reached. These powers too far neglected are the power of investigation and expression; and the means and methods by which these powers are developed.

The Herbartian theories are virtually accepted by all thinking teachers; but few teachers comparatively who read these theories are able to apply them without adequate training.

Alfred Holbrook,
Lebanon, Ohio.

History and Civics.

Laboratory Work in History.

By A. F. Smith.

The topical method of teaching history is largely an exercise of memory. Only in a very slight degree does it appeal to any other power of the mind. When a higher appeal is made, the excellence belongs to the teacher and not to the method. How many of you have taken an examination in United States history? and how many of you, when confronted with the questions have found them to cover related matter? To get the full force of my statement, compare a set of questions on history with those on grammar, and you will have the confession of the questioner, that the first is a memory study, while the latter calls into exercise the reason.

Now let us see, briefly, what may be accomplished by the use of the laboratory method. A selection from some source is placed in the hands of the student, and on this a few questions are skillfully asked. To answer these questions fully, to give the proofs for these answers, are the problems set for solution. In the first place, the student goes carefully over his material to find out what he can see. It is a training in observation; a training to see things spread out on a page before him—not the page, not the words, but the facts embedded there, the thoughts crystallized in those words. A boy looks through a microscope at a current of blood. Is it arterial? Yes, it is red. Look again? Ah! yes. I see the evidence of a pumping machine in the flow of blood. This is observation, and no less so is his work in history.

RESEARCH CLASSIFICATION AND INTERPRETATION.

In mastering this material the student will hesitate many times whether to include or exclude certain facts. Here he is learning to discriminate, to weigh evidence, to introduce comparisons. Gradually he will establish these facts in separate groups, marked by different characteristics. This is classification. In the discussions during the recitation period, the work of each member of the class is freely and frankly criticised; but criticised in such a way that the student may be led to see for himself that he "has left undone many things which he ought to have done, and he has done many things which he ought not to have done." But, after he has received judicious help, it will be found that the grouping of his facts is fairly satisfactory.

When this work has been carefully done, the next step is to interpret the facts. The student has a skeleton now, he must clothe it with flesh and give it the spirit of life. He must put two things together, and from these derive a third. The Greek kings of the heroic age offered sacrifices, therefore they exercised the function of priests. There are two pictures, one of the Parthenon, another of the Pantheon: close observation will lead them to see that Greek architecture lays the lintel, and that Roman architecture turns the arch. "Stone walls and mile posts stretch across the country and suggest that the remains of a Roman road lie there." The temporal power of the Pope rests upon a territorial claim. When was this claim first made and how established?

CONNECTED NARRATIVE.

The student has grouped his facts in harmony with some definite principle, he has given to these facts an interpretation, and now he has to weave them together in connected narrative. This is training in expression, and is of the first importance. Clearness of speech is always evidence of clearness of thought; and there is no better remedy for mental vagueness and haziness than an effort to put those black spots on paper. The student, after he has taken the foregoing steps, has material that belongs naturally and logically to his subject; and when he has connected those thoughts in continued discourse, he has by this very act made himself stronger in command of facts, and more vigorous in mental power. In this work his grammatical knowledge may also be reinforced, and the first principles of rhetoric fixed in his mind. Indeed,

if there is to be any correlation of studies in our teaching, I am profoundly convinced that history must be the center of the literary group.

But there is one other power of the mind affected by this method of teaching history; I refer to the imagination, especially that kind of imagination that may be called historical. It is a power gradually developed in the student, whereby he can reproduce in thought, clearly and vividly, bygone conditions and customs, somewhat as they actually were. While he may make many mistakes, he can, in a degree, make the lives of people long dead, realistic to himself. This is no mean accomplishment.

THE QUESTIONS OF TIME AND QUANTITY.

Two pertinent inquiries should be raised concerning this method: one relates to the time required for the work, and the other to the information that is imparted. It is well to keep in mind that the best educational work results in the highest mental discipline. But we are so eager for tangible results, that we are prone to resort to cramming, and thereby sacrifice our ideal, which, if attained, would indeed produce a work of art.

Since these questions of time and quantity must be met in a practical way, I remark that the history work of the high school, exclusive of English history, covers 1,298 pages. Counting every day in the school year, this is more than seven pages for each day. The movement is too swift for many facts to take root in the student's mind; and if we have missed the facts, we have missed about everything, as there can be little mental growth, discipline, or culture, in this rapid movement.

By the use of the laboratory method, we may cover this same field, but we will omit much detail. The student will grasp his history, not as a multitude of bewildering incidents, but as a grand outline, as a succession of related events. As time permits, the detail may be worked out by the use of the library, as it certainly will be done by the best students. In this way, the library becomes a valuable adjunct to this work. The several steps of this method, by the law of repetition, will enable the student to assimilate the facts, to make them a permanent part of his intellectual experience. It furnishes the very best opportunity of knitting the threads of the past with the actual present. While this method trains the student in observation, in comparison, in expression, in reasoning, in imagination, it does more; it places history where it rightly belongs; in the front rank of culture studies.

Kansas City, Mo.

Queen Victoria.

(All teachers will want to have some talks on Queen Victoria and her reign, in connection with the coming jubilee. The following material is furnished for this purpose. Material for recitations will be published next week and in the succeeding numbers.)

Shortly before 1 o'clock, on the 22nd day of June, a little woman with gray hair and kindly blue eyes, who is less than five feet tall, yet is every inch the queen, will halt in her carriage before St. Paul's cathedral and alight among the clergymen grouped about the door. As she enters the building a Te-Deum will be sung by a choir of 500 voices from St. Paul's, Westminster Abbey, the Chapel Royal, and St. George's at Windsor. One collect will be read by the bishop of London, and another by the dean of St. Paul's. The archbishop of Canterbury will pronounce a benediction and the religious exercises in connection with the queen's jubilee will be ended, the whole service occupying little more than twenty minutes.

This, however, will be but a beginning of the celebration. The festivities will extend from one side of the British realm to the other, even the colonies taking part. And what does it all mean? Victoria Wettin will, on the 20th of June, have completed her sixtieth year as queen of England. A longer reign than has been recorded for any other English sovereign, that of her grandfather, George III., being but fifty-nine years and ninety-seven days.

The queen's jubilee will mean a rich harvest for the trades people of England. Arrangements for the grand procession

have been preparing for many weeks. The rent of the windows from which it can be seen will be from one to six hundred dollars apiece. Crimson cloth, gilding and silk will be lavishly employed, with quantities of the rarest flowers. The bank of England will be decorated with immense figures representing the lion and the unicorn fighting for the crown, with the shamrock, the thistle, and the rose about them. There will be the motto, "Honi soit qui mal y pense" (evil to him who evil thinks) and over the entrance the line from Tennyson's Ode to the Queen, "She wrought her people lasting good."

BIOGRAPHICAL SKETCH OF HER MAJESTY.

Victoria Alexandrina was born May 24, 1819, in Kensington palace, London. She is the only daughter of the earl of Kent, her mother being Victoria, princess of Saxe-Coburg and it was not until she was crowned that she was known as Saalfeld. As a child she was called the "Princess Drina," Victoria.

Little Princess Drina was very fond of dolls, and it is said that she had a hundred and thirty-two, for which she made the daintiest dresses, her needlework being very fine. Every morning at 8 o'clock she had her simple breakfast of bread, milk, and fruit. Then she walked or drove for an hour, and afterward she studied her lessons until 12 o'clock. At 2 came dinner; then lessons again until 4, after which she would ride, or walk, or sit out under the trees until 9, when she retired, her bed being close beside her mother's. So simply had she lived that on one occasion, when taking a journey with her mother, on being asked what she wanted for refreshments, she replied: "A small piece of stale bread."



The little princess was given an allowance, which she might use as she pleased. One day she had been buying presents for her friends, and had spent all her money, when she remembered another cousin, for whom she wished to purchase a box costing half-a-crown. The trader wished her to take it, even though she could not pay for it then, but the governess objected, so it was put aside for her, and after she received her allowance next time she rode to the bazaar on her donkey and carried home the coveted box.

All through her girlhood she studied regularly. She could translate Vergil and Horace; she spoke French, German, and Italian; she was fond of botany, and was a very good musician. She was not allowed to appear often at court, lest she be spoiled; but on her eighteenth birthday a grand ball was given in her honor, when she occupied the chair of state.

In about a month after this party, her uncle, William IV., died June 20, 1837. When the messengers came to announce the facts to Victoria they reached the palace at 5 o'clock in the morning. The attendant told them that the princess was in such a sweet sleep that she must not be disturbed. They replied that they had business with the queen, and even sleep must give way to that. In a few minutes she entered the room where the messengers were waiting, as one writer says,

"in a loose, white nightgown and shawl, her hair falling upon her shoulders, her feet in slippers, tears in her eyes, but perfectly calm and dignified."

Victoria was not publicly crowned for a year. A new crown had to be made for the young queen, for the old one, weighing seven pounds, was too heavy for her head. At the coronation she wore a robe of crimson velvet, trimmed with ermine and gold lace, her train being borne by eight young women of noble rank. Sitting in St. Edward's chair, she was anointed on head and hands with holy oil, and then she was given the imperial robe, the scepter, and the ruby ring, while the new crown was placed on her head.

As the dukes were coming to her, one by one, to swear allegiance, Lord Rolle, who was over eighty years of age, stumbled and fell down the steps leading to the throne. With the quiet dignity which has always been hers, the queen rose and reached out to him her hand, amid the applause of the multitude.

As queen she has always been very thorough in her official duties. When Lord Melbourne once brought her a paper which he said she might sign without examination, as it was not of very great importance, she said, "It is for me a matter of paramount importance whether or not I attach my signature to a document with which I am not thoroughly satisfied."

In 1840 Queen Victoria was married to her cousin, Albert of Saxe-Coburg-Gotha. The prince devoted himself to the happiness of the queen, and was of great assistance to her in the performance of her official duties. Probably no other queen ever spent a married life so very happily as Queen Victoria. Prince Albert was man of rare mental gifts, as well as personal attractions. He was highly educated, being especially fond of music, art, and natural science. He considered himself an unofficial counsellor of the queen, devoting himself to his duties with a conscientiousness hardly appreciated until after his death. This came in 1861, shortly after the decease of the queen's mother. In the intensity of her grief, Victoria lived for several years in absolute retirement. When she appeared once more, at the opening of parliament, she did not attempt to read her speech, as she had done in former years, but left that duty to the chancellor. In 1886 she took part at the opening of the Indian and colonial exhibition at South Kensington, and the next year her jubilee was celebrated with great joy.

Nine children were born to Victoria and Albert. They were reared as simply as the queen herself had been. Once as a sailor carried one of the daughters on board the royal yacht he said, placing her safely on deck, "There you are my little lady." The child replied, "I am not a lady. I'm a princess." The queen answered, "You had better tell the kind sailor who carried you that you are not a little lady yet, though you hope to be one some day." Grace Greenwood says that Prince Albert and his son were riding across London bridge, one day, when the keeper saluted them. The prince returned the salute, but his son rode on. "My son, go back and return that man's salute," his father commanded, and the order was instantly obeyed.

The queen is very fond of music, and she frequently "commands" distinguished musicians to come to her castle and entertain her. She is said to be quite superstitious. She believes that spilling salt brings bad luck, and she never will sit "thirteen at table." She wears three rings which she has never taken off, her wedding and engagement rings, and a little enamel ring given her by Prince Albert when she was only sixteen years old.

Queen Victoria never forgets her servants. She has decided that at the time of the celebration, every member of her household who has been with her for fifty years shall receive a gold medal; those with her for twenty-five years, a silver one, while those who have served her for less than twenty-five but more than ten will be rewarded with a beautiful badge.

Queen Victoria has had no political power whatever. It has been the great advantage of her reign that she has never tried to use the least vestige of personal regal authority. If she had tried even to employ the long neglected power of veto she would have caused a revolution that would probably have involved all Europe. A great writer on the English constitution says that if the queen were presented with her

own death warrant, she would have no choice but to sign the document.

The reign of Queen Victoria has been a period of great progress in the history of the English nation. In England and Wales the population has nearly doubled; the number of letters passing through the mails has grown from eighty to two thousand millions a year. The colonies have been greatly increased in extent and in wealth, the Fiji Islands, Natal, the Transvaal, and most important of all, India, coming under the English power. In literature, progress is no less marked. Sixty years ago, learning was largely confined to the upper classes. To-day an education is open to everyone. The inventions and discoveries made are almost numberless, including telegraphy, photography, and the applications of electricity. The most important change of all, perhaps, is the recognition of the fact that points of difference between nations may be settled by arbitration without the shedding of blood.

Not simply those under the English sway, but whoever loves earnest, noble womanhood for its own sake, can echo the sentiments of Dr. Norman McLeod, when he says: "God bless the queen for all her unwearied goodness! I admire her as a woman, love her as a friend, and reverence her as a queen."

Lessons on Civil Government III.

By Ray E. Chase.

THE SCHOOL.

"We have seen how the roads are maintained. The roads, however, are only one of the kind of things in which all of the people are interested, and which they all help in some way to support. We want to-day to begin the study of another. The institution I am going to ask you to talk about is one in which we all have an immediate personal interest—I mean now by "we" the persons in this room—stronger even than that we have in the roads. Can you guess what institution I mean?"

"Yes, it is the school."

"You remember we decided that everybody is interested in having roads. Is everybody interested in having schools?"

(It will be harder to get the pupils to see that all are benefited by schools than that this is true of roads. Some of the strongest arguments for the *public* character of schools cannot be fully appreciated by the pupil until he has progressed farther in the study of government. All can see, however, that it is to the advantage of every one, financially and socially, to live in an intelligent community. Property and life will be safer in such a community. Property will sell for more in such a community. These are phases of *economic* argument which the pupil can understand. There is, besides, an *ethical* aspect which should be touched upon if the pupils are ripe for it. Here are some suggestive questions:

If a neighbor were sick and needed your assistance would it be right to refuse to give it?

If a poor neighbor were unable to perform alone some necessary labor what would you do? Would it be your *duty* to help him?

Suppose he were unable to educate his children; would you regard it a *duty* to help him?

Remember that the object of such discussions as these is to develop in the pupil habits of thoughtfulness and of independence in regard to such questions; therefore, do not force conclusions; let the opinion the pupil forms be *his* opinion. If he honestly or *obstinately* refuses to accept the view which to you seems right, why, that is his misfortune, or yours.

What are some of the things necessary to a school?"

"A teacher, a school-house, furniture."

"Let us talk about the teacher first. Who hires the teacher?"

Here, again, several systems are to be found. The most important are the township system and the district system. The chief difference is in the number of schools under the charge of one board; several in the township system; general-

ly only one in the district system. What follows is based on the district system:

"The trustees hire the teacher."

"Who are the trustees?"

"Men elected by the people of the district to look after school business."

"How are the trustees elected?"

The method varies considerably. If the trustees are elected at the same time as other officers omit this question until the discussion of elections later in the course.

"Where do the trustees get the money with which to pay teachers?"

"From a tax on the property in the district?"

"Who decides how large this tax shall be?"

In some states the trustees, in others the people of the district assembled in annual district meeting.

"Is there any other source from which the trustees get money to be used in paying teachers?"

In most states a uniform school tax is levied by law throughout the state and is distributed among the districts in proportion to the number of children of school age in each. Besides this, most states have a permanent school fund, the income of which is distributed annually in the same manner as the tax just noticed. This fund is made up of the proceeds of the sale of lands given by Congress to the central and western states for the purpose, and certain money named by the state law; such as property of intestates without heirs at law, fines, etc.

The extent to which this subject shall be developed must depend on the grade of the school and other circumstances. Do not give the pupils more than they can assimilate.

"Can the trustees hire any one they wish to teach?" (The pupils will know that teachers must have certificates.

"Where does the teacher get her certificate?" "From the county superintendent (or county board of examiners, or other source.)"

"What is the object of this arrangement?"

"To make sure that only competent teachers shall be employed." (It may be well to discuss the question: Why does the county, rather than the district, examine teachers?)

"When speaking of the things necessary for a school, mention was made of buildings and furniture. Who provides these?"

Generally the trustees are not permitted to erect buildings without the consent of the tax-payers, given by vote. Tax levies for building purposes generally have to be voted on by the tax-payers. This is a typical instance of the limitation of official powers, and it is important that the pupil should understand its purpose. For that reason the subject should be developed somewhat at length. The teacher must know exactly what the limitations are in her own state. To this end consult the statute.

Here are some suggestive questions for the development:

"Who pays for a school-house? Who uses it? Whose wishes, then, ought chiefly to be consulted in building it?"

"State all the objections you can think of to allowing the trustees to build entirely at their discretion."

"What arguments can be adduced in favor of allowing them to do so?"

"What weight is given to these different arguments in the existing system?"

"Is it always possible to raise enough money in one year to build a school-house?" "Why not?" "If a school-house were needed immediately, and the people could not afford to pay for it at once, what would be done?"

"The people might, by vote, authorize the trustees to borrow the money and issue bonds."

Develop the following facts:

A bond is a promise to pay a sum of money, with interest, after a term of years, signed by the trustees. A bond differs from a note only in the fact that it is issued by a body of persons (a corporation) instead of by an individual or a few individuals. Bonds generally run for a long time (twenty years or more). To pay them, a small tax is levied every year, and the money thus raised is set aside as a sinking fund.

PLANTS AND ANIMALS

Opportunities for Investigation.

By C. A. Woodard, Oyster Bay, L. I.

It is a remarkable fact that the most serious injuries to vegetation are inflicted by animals the most minute and insignificant in size. Floods may come; the whirlwind of hail-storm may sweep over the cultivated fields of the farmer, leaving behind a trail of desolation; yet, terrible as are these visitants, the damage done by them is not to be compared with the ruin wrought annually by the myriads of insects.

Every form of vegetable life has an enemy, and every stage in the development of a particular plant is exposed to attack. The methods of attack of the different species are so various that they furnish an unlimited field for the investigator. Nearly all the forms of abnormal vegetable growth are due to the ravages of some insect. Here, then, is an opportunity for the science teacher. Encourage the pupils to make a special study of these unusual plant growths. By taking up the subject in this way—that is, from effect to cause, a combination of plant and animal study is necessary. The teacher need not wait for any particular season to begin the work, for even in the winter plenty of material can be found with which to make a beginning.

All children are, no doubt, familiar with the golden-rod, but it may be that they have never noticed on nearly every stalk, well up near the flower, a spherical enlargement. If they have noticed it, perhaps they have never thought to ascertain the cause. If one of these balls is opened in the winter or spring, a little white grub will be found comfortably located in the center. It is the larva of a little fly which makes its appearance early in the summer. An interesting way to learn the history of this tiny insect is to keep some of the balls in a box until the flies emerge from their prisons. The prisoner makes his escape by cutting a small round hole through the prison wall as shown in the illustration, Fig. II.

A number of interesting questions will suggest themselves. For example, Upon what does the larva feed? By dissecting one of the balls after the fly has made its exit, it will be seen that the whole inside is honeycombed; that is, the soft parts have disappeared and nothing is left but the fibrous structure. If possible, compare with a ball that is fresh and green. No difficulty will be experienced in leading the children to see that the peculiar enlargement is a provision of nature to furnish food for the development of the insect. Fig. III. represents the irregular growth so often seen on berry bushes. It is due to the same cause as in the case of the golden-rod, except that instead of one there are a dozen or more larvae.

As soon as the leaves appear in the spring, the leaf roller, Fig. I begins its work of destruction. It is but one of a great many species of insects that work havoc with foliage. Its habits are quite interesting and are easily studied. The roll is the home of the caterpillar and any intrusion is resented by many amusing wriggles of dissatisfaction. The whole history of this insect can be learned by confining the larvae in boxes. In a few days the larvae will enter the pupa state and in a few more days they will appear as fully developed insects.

The plum weevil is another interesting character of the insect world. Have you ever wondered why it is that so many plums shrivel up and drop from the tree without apparent cause? If you examine one of these affected plums you will discover that its condition is due to the presence of the larva of an insect. As soon as the diseased plum falls from the tree the larva enters the ground from whence it finally emerges a mature insect, ready for its work of destruction.

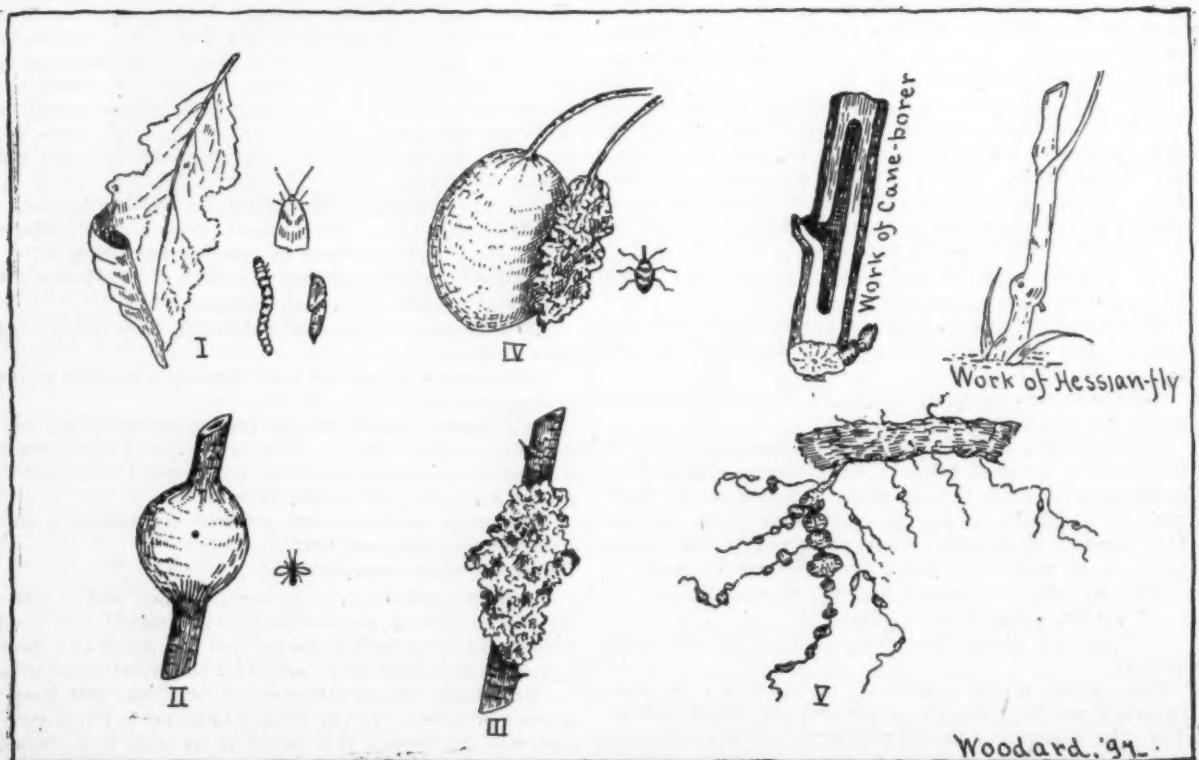
Fig. V represents the appearance of grape vine roots affected by root lice.

The skilful teacher will, I am sure, be able to obtain much valuable material for science work by following the lines of investigation indicated above.

I resigned from the principalship of the Vaux consolidated school at the end of last June, after 40 years service in school teaching. During the greater part of that time I have been much helped by your publications.

J. C. White, Jr.

1032 Lombard street, Philadelphia, Pa.



A Children's Garden.*

By L. H. Bailey.

We want every school child in the state to grow a few plants this summer. We want everyone of them to learn something of why and how plants grow, and the best and surest way to learn is to grow the plants and to watch them carefully. We want everyone to become interested in everything that lives and grows. It does not matter so very much just what kind of plants one grows, as it does that he grows something and grows it the best that he knows how. We want the children to grow these plants for the love of it,—that is, for the fun of it,—and so we propose that they grow flowers; for when one grows pumpkins and potatoes, and such things, he is usually thinking of how much money he is going to make at the end of the season. Yet, we should like some rivalry in the matter in every school, and we therefore propose that a kind of fair be held at the school-house next September, soon after school begins, so that each child may show the flowers which he has grown. What a jolly time that will be!

Now, we must not try to grow too many things or to do too much. Therefore, we propose that you grow sweet peas and China asters. They are both easy to grow, and the seeds are cheap. Each one has many colors, and everybody likes them. Now let us tell you just how we would grow them.

1. The Place.—Never put them—or any other flowers—in the middle of the lawn,—that is, not out in the center of the yard. They do not look well there, and the grass roots run under them and steal the food and moisture. I am sure that you would not like to see a picture hung up on a fence-post. It has no background, and it looks out of place. The picture does not mean anything when hung in such a spot. In the same way, a flower bed does not mean anything when set out in the center of a lawn. We must have a background for it, if possible, a wall upon which to hang it. So we will put the flower bed just in front of some bushes or near the back fence, or alongside the smoke-house, or along the walk at the side of the house or in the back yard. The flowers will not only look better in such places, but it will not matter so much if we make a failure of our flower bed; there are always risks to run, for the old hen may scratch up the seeds, the cow may break into the yard some summer night, or some bug may eat the plants up. Perhaps some of the children may live so near to the schoolhouse that they can grow their plants upon the school grounds, and so have sweet peas and asters where there are usually docks and smartweeds. Grow them alongside the fence, or against the school house if there is a place where the eaves will not drip on them.

2. How to Make the Bed.—Spade the ground up deep. Take out all the roots of docks and thistles and other weeds. Shake the dirt all out the sods and throw the grass away. You may need a little manure in the soil, especially if the land is very hard or very loose and sandy. But the manure must be very fine and well mixed into the soil. It is easy, however, to make sweet pea soil so rich that the plants will run to vine and not bloom well.

Make a bed long and narrow, but not narrower than three feet. If it is narrower than this, the grass roots will be apt to run under it and suck up the moisture. If the bed can be got at on both sides, it may be as wide as five feet.

Sow the seeds in little rows crosswise the bed. The plants can then be weeded and hoed easily from either side. If the rows are marked by little sticks, or if a strong mark is left in the earth, you can break the crust between the rows (with a rake) before the plants are up. The rows ought to be four or five inches further apart than the width of a narrow rake.

3. How to Water the Plants.—I wonder if you have a watering-pot? If you have, put it where you cannot find it, for we are going to water this garden with a rake! We want you to learn, in this little garden, the first great lesson in

farming,—how to save the water in the soil. If you learn that much this summer, you will know more than many old farmers do. You know that the soil is moist in the spring when you plant the seeds. Where does this moisture go? It dries up,—goes off into the air. If we could cover up the soil with something, we should prevent the moisture from drying up. Let us cover it with a layer of loose, dry earth! We will make this covering by raking the bed every few days,—once every week anyway, and oftener than that if the top of the soil becomes hard and crusty, as it does after a rain. Instead of pouring water on the bed, therefore, we will keep the moisture in the bed.

If, however, the soil becomes so dry in spite of you that the plants do not thrive, then water the bed. Do not "sprinkle" it, but "water" it. Wet it clear through at evening. Then in the morning, when the surface begins to get dry, begin the raking again to keep the water from getting away. Sprinkling the plants every day or two is one of the surest ways to spoil them.

4. When and How to Sow.—The sweet peas should be put in just as soon as the ground can be dug, even before frosts are passed. Yet, good results can be had if the seeds are put in as late as the 10th of May. In the sweet pea garden at Cornell last year, we sowed the seeds on the 20th of April. This was about right. The year before, we sowed them on the 30th. If sown very early they are likely to bloom better, but they may be gone before the middle of September. The blooming can be much prolonged if the flowers are cut as soon as they begin to fade.

Plant sweet peas deep,—two to three or sometimes even four inches. When the plants are a few inches high, pull out a part of them so that they will not stand nearer together than six inches in the row. It is a good plan to sow sweet peas in double rows,—that is, put two rows only five or six inches apart,—and stick the brush or place the chicken-wire support between them.

China asters may be sown from the middle of May to the first of June. In one large test at Cornell, we sowed them the 4th of June, and had good success, but this is rather later than we would advise. The China asters are autumn flowers, and they should be in their prime in September and early October.

Sow the aster seed shallow,—not more than half an inch deep. The tall kinds of asters should have at least a foot between the plants in the row, and the dwarf kinds six to eight inches.

Sometimes China asters have rusty or yellow spots on the undersides of their leaves. This is a fungous disease. If it appears have your father make some ammoniacal carbonate of copper solution and then spray them with it; or Bordeaux mixture will do just as well or better, only that it discolors the leaves and flowers.

5. What Varieties to Choose.—In the first place do not plant too much. A garden which looks very small when the pussy willows come out and the frogs begin to peep, is pretty big in the hot days of July. A garden four feet wide and twenty feet long, half sweet peas and half asters, is about as big as most boys and girls will take care of.

In the next place do not get too many varieties. Four or five kinds each of peas and asters will be enough. Buy the named varieties,—that is, those of known colors,—not the mixed packets. If you are fond of reds, then choose the reddest kinds; but it is well to put in at least three colors. The varieties which please you may not please me or your neighbor, so that I cannot advise you what to get, but I will give some lists which may help you.

Among all the sweet peas grown at Cornell last year the following seemed to be best on our grounds:

Dark purple.	<i>Waverly.</i> <i>Duke of Clarence.</i>
Striped purple.	<i>Gray Friar.</i> <i>Juanita.</i> <i>Senator.</i>
Lavender.	<i>Countess of Radnor.</i> <i>Dorothy Tennant.</i> <i>Lottie Eckford.</i>
White.	<i>The Bride.</i> <i>Emily Henderson.</i> <i>Queen of England, Alba Magnifica</i>
Primrose.	<i>Mrs. Eckford.</i>

*From "Teachers' Leaflet, No. 4." Prepared by The Agricultural Experiment Station of Cornell University, Ithaca, N. Y.

White flushed with pink.	<i>Blushing Beauty.</i> <i>Katherine Tracy.</i> <i>Eliza Eckford.</i>
Striped or flaked pink.	<i>Ramona.</i> <i>Mrs. Joseph Chamberlain.</i>
Orange-pink.	<i>Lady Penzance.</i> <i>Meteor.</i>
Rose-pink.	<i>Her Majesty.</i> <i>Splendor.</i> <i>Apple Blossom.</i> <i>Boreaton.</i>
Rose-pink shaded with orange.	<i>Firefly.</i> <i>Princess Victoria.</i>

At another place or in another season, these varieties might not have given us the most satisfaction; but these names suggest some of the colors, if one does not happen to have a seedman's catalogue handy.

Of China asters, the Comet type—in various colors—will probably give the most satisfaction. They are mostly large-growing kinds. Other excellent kinds are the Perfection and Penny-flowered, Simple or Branching, Chrysanthemum-flowered, Washington, Victoria, and, for early, Queen of the Market. Odd varieties are Crown, German Quilled, Victoria Needle and Lilliput. Very dwarf kinds are Dwarf Bouquet, or Dwarf German, and Shakespeare.

Anyone who wants to know more about sweet peas may have our bulletins 111 and 127, and for China asters, bulletin 90. Our Bulletin 121 has instructions about laying out yards. Instructions on spraying, with formulas, are contained in Bulletin 114.

Now, let us see how many little boys and girls in New York state will raise sweet peas and China asters this year! And we should like them to write us all about it.

Foods and Food Plants.* III.

Indian Corn.

By Clarabel Gilman.

A very interesting collection may be made to illustrate these lessons. If the time chosen is the early autumn, beautiful growing stalks may still be had with their graceful silky plumes and tasseled crown. Ripened ears of different varieties, and germinating corn in all stages from the simply soaked grain to the young plant with vigorous roots and two or three leaves, can be provided with a little effort. Some Indian meal and hominy, with pieces of golden corn cake and a dish of "hasty pudding" can be used in the lesson on corn as food.

I. THE CORN PLANT.

1. Roots.—

Fibrous, spreading; later ones springing from nodes above ground to prop up the heavy plant, and called "brace roots."

Illus. Whole plant and germinating corn.

2. Stem.—

Tall, erect, thick, with large nodes, not hollow, but pithy inside.

Illus. Cornstalks.

3. Leaves.—

Very long, bright green, tapering, gracefully curved, alternate in two ranks, parallel-veined, sheathing the stem with an open sheath, bearing a ligule.

Illus. Fresh or dried plants.

4. Flower clusters.—

Two kinds: staminate and pistillate.

a. Staminate.

The tassel: Composed of many branching spikes bearing little spikelets.

Spikelet.

A cluster of two flowers surrounded by glumes.

Flower.

Three stamens and some delicate scales.

b. Pistillate.

The ear: Composed of rows of pistils, each with a few scales around it on a thick cob.

Silk.

The long styles of the pistils, with the two stigmas at the end.

Illus. Corn plants, ears of corn, and Fig. 1.

5. Grain.—

Consists of the ovary and the seed within it, the two being grown closely together.

Albumen.

The body of the grain, which is to feed the young plant.

Embryo.

The plantlet already formed in the seed.

Large, oval, creamy-white, lies on one side of albumen. Cotyledon.

Only one, large, thick, forms most of the embryo. Caulicle and Plumule.

The little rod lying on the middle of the cotyledon; upper part is plumule (Figs. 2 and 3, p), lower is caulicle, from the lower end of which the primary root grows; caulicle is covered by cotyledon and plumule.

Illus. Dry, soaked, and germinating grains of corn, and Figs. 2 and 3.

6. Compare with wheat.—

Both have fibrous roots. Wheat has a hollow stem, corn a solid stem.

Both have alternate parallel-veined, sheathing, ligulate leaves.

Both have flowers in spikes, surrounded by glumes, but wheat has stamens and pistil in the same flower, corn has tassel of staminate, ear of pistillate, blossoms.

In both, fruit is a grain, with one cotyledon in the seed, but corn grain is much larger.

7. Corn, a grass.—

Leaves, two-ranked, with open sheaths.

Flowers in spikes, with glumes.

Fruit, a grain.

Stem differs from most grasses in not being hollow.

8. History of corn.—

Truly an American plant. Probably a native of Mexico. Indians had cornfields before white men came to these shores. First maize seen in Europe taken there by Columbus, when



Fig. 1.—Upper part of corn plant in blossom; tassel at top of plant, young ear in the axil of a leaf.

Fig. 2.—Grain of corn after soaking; a, albumen, c, cotyledon, p, plumule.

Fig. 3.—Corn beginning to germinate; p, plumule, c, cotyledon, r, root.

he returned from his first voyage.

9. Corn belt of United States in Central states.

Corn raised in large quantities everywhere in this country, except among the Rocky Mountains and on the Pacific coast.

Study of Roots.

Work as given in First Primary Grade, Commerce Street School, Roanoke, Va. Lucy F. Boswell and Janet H. Huleary.

I. INTRODUCTION.

All the children who remember the talks we had in the fall about our plant family—their leaves, stems, and seeds, and their cozy way of spending the winter, will be glad to hear I have something new to tell them to-day.

You can easily guess what we are going to talk about when I say their home is in the dark ground. (Children give word *roots*.) Yes, some one has said, "Flowers come from 'Root-let Town,'—a dull little city, with not much sunshine, and

* Copyright, 1897, by Clarabel Gilman.

very damp streets, you will think. (Have specimens of all kinds of roots that can be procured.)

II. MATTER.

Statements developed during class and copied into a book kept for the purpose.

These statements may also be used to advantage in spelling and language:

1. Roots fasten the plant firmly in the ground.
2. They feed the plant.

They have little mouths for drinking their food from the earth.

3. Some plants have thread-like roots, called fibers.

4. The violet, the buttercup, and daisy have thread-like roots.

5. Other plants have large roots, called bulbs.

6. The lily, onion, and beet have bulbs.

7. Some roots are larger than need be.

8. These are food roots, such as beets.

9. There are air and water roots, as well as earth roots.

10. The ivy has air roots; the cress has water roots, and the mistletoe grows its roots in the trees.

11. Many roots are used for food and medicine.

12. The potato, onion, and radish, are food roots.

13. The dandelion and arrow are medicine roots.

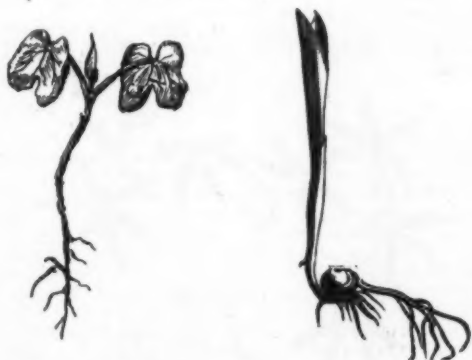
14. Some roots are yellow, some red, some white, and some brown.

Nothing so small, or hidden so well,
That God will not find it, and very soon tell
His sun where to shine, and His rain where to go,
To help them to grow.

Lessons on Roots.

OUTLINE FOR OBSERVATION.

- | | | |
|-----------|---|---|
| Roots. | I. Parts. | { mouth,
branches. |
| | II. Kinds. | { spring from seed,
spring from roots (rootlets),
spring from stem (air-roots). |
| | III. Shape. | { thread-like called fibers.
large and round called bulbs. |
| | IV. Uses. | I. To plant. { 1. for support.
{ 2. to get food.
{ 3. gives itself for food. |
| | | II. To man and animals. { 1. for food.
{ 2. medicine.
{ 3. articles. |
| V. Color. | { Name, color of roots, common to section of country. | |



Verses to be taught:

Think of the roots getting ready to sprout,
Reaching their slender brown fingers about,
Under the ice, and the leaves, and the snow,
Waiting to grow.

Only a month, or a few weeks more,
Will they have to wait behind that door;
Listen and watch, for they are below,
Waiting to grow.

ARITHMETIC

Denominate Numbers.

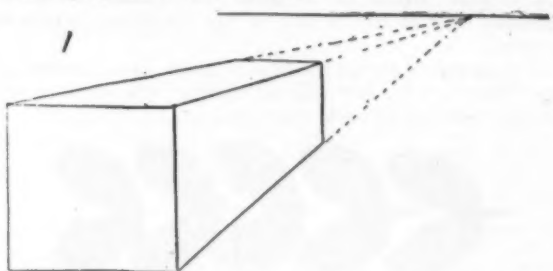
By C. A. Woodard.

I have tried the plan suggested below and found that I was able to excite more interest and enthusiasm in the work than by the ordinary method. The pictures are not at all difficult to make.

Fig I shows the principles of drawing used in the other pictures and they are, no doubt, familiar to all teachers.

FIG. I.

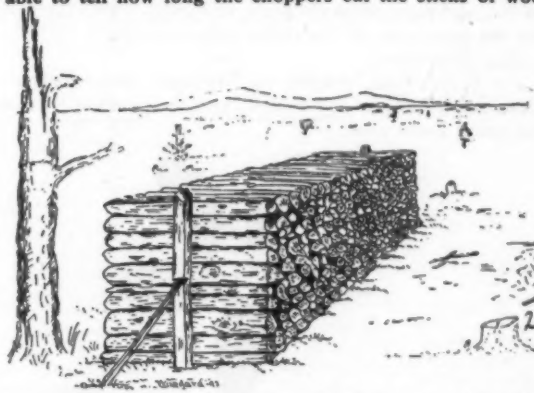
As a preparation for the lesson the teacher should draw



the pictures on the black-board and have a sufficient number of problems composed and worked out for a recitation.

FIG. II.

The pupils are supposed to have learned the tables. If the school happens to be in the country, some boy will probably be able to tell how long the choppers cut the sticks of wood



and how high they make the piles. I find that pupils always like to give information that they have acquired from observation.

Problem 1. The pile of wood is 4 feet high, 4 ft. wide, and 19 ft. long; how many cords does it contain? (The dimensions can be marked in the picture.)

Problem 2. At \$5.25 a cord, how much will the wood cost? Here is another opportunity to call for information. No doubt, some pupil will be able to give the market price of wood in the locality where the school is situated. It is always best to have problems as near actual conditions as possible.

Problem 3. Suppose the length of the pile is not known. It contains 5 1-2 cords, how long is the pile?

FIG. III.

Do as I have done, label your picture and your pupils will tell you that it is an oat-bin.

Problem 4. The bin is 5 1-2 ft. long, 4 1-2 ft. deep, and 3 1-2 ft. wide, how many cubic inches does it contain?

What dimensions are involved in cubic measure? How many factors are required to find the contents of a solid?

Problem 5. There are (?) cu. in. in a bushel, how many bushels will the bin hold?

Problem 6. At 47 cents a bushel, how much will it cost to fill the bin with oats?

Problem 7. If a horse is fed 4 quarts of oats three times a day, how long will the bin full of oats last?

Some boy who knows about horses will be glad to furnish information concerning the quantity of oats a horse should be fed each day.

Problem 8. How much will it cost to keep a horse a week? A year?

HAND WORK

With Brush and Color.

By Sarah E. Scales.

The brush has this advantage over the pencil, it is more delicate and flexible, and in its use a higher degree of muscular control can be gained. It is claimed that a more natural and harmonious training will result from its use, and that form in mass can be shown correctly.

MATERIAL FOR WORK.

The brush should be of good size. Either the round Japanese, or large camel's hair, or No. 5 sable will answer for practice.

If water colors are used, a tube of moist color, chrome yellow, Prussian blue, and alizarin crimson will serve at first. Colored inks can be made from dyes.



The ordinary writing ink in common use gives good results in black, and the common 8 x 6-in. drawing paper may be used.

METHOD.

If designs or patterns are desired, fill the brush with color or ink, and press upon the paper in regular order, the point of the brush pointing to the center of the design. (See illustration.)

For border lines, practice on horizontal lines, resting the hand on two fingers underneath, and the brush will result in time with good work.



Practice making lines, horizontal, vertical, and oblique in groups. Then long horizontal lines, until about the same width of line is maintained throughout the entire length.

Combinations of various straight lines are next suggested. Any of the patterns used in elementary drawing books can be tried.

When straight lines and combination have been made, the curves may be attempted. These we find all around us, in the stems and branches of plants. Take the grains and let them



be copied. The many dried seed pods, in winter, will furnish material.

The buds and twigs of spring, the leaves and blossoms of summer, all contribute examples of beauty in curves. The

spiral is difficult, and will probably be beyond the primary grades. The climbing plants, the hop, morning-glory, and grape are examples.



If circles or rectangles are first made, the sprays or blossoms may be arranged in a pleasing manner, giving the children an idea of balance. Many uses of brush work will suggest themselves to the teacher, as designs for book covers, etc.

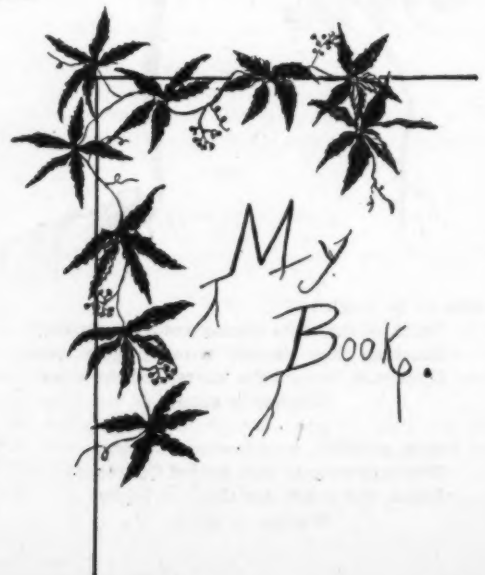
Great are the possibilities of the brush. Looking over some Japanese books, used for children in studying art, instead of pencil work, the copies are all prints of brush work, from the very first step. So we see where they obtain that



wonderful facility, for which we pay a great deal of money in the form of vases, etc.

In using water color, also, form in mass, rather than fine detail, is better for young children.

Much help can be made in cards published by D. C. Heath & Co., Boston, Mass., entitled "Brush Work;" price, 25 cents.



Letters.

The Old District School Tried by Facts.

In these days of over-teaching it might not be amiss to recall some of the virtues of the old system. The defects of the old system have been harped upon so much, that it would be quite an easy matter to persuade ourselves that it had no virtues; and that the modern improved school has no defects. One glance at national facts, however, will dissipate all this assumption. The greatest generation of Americans that has appeared so far, in the history of the country, the generation that carried the country through the civil war, and gave us that finely disciplined, magnificent volunteer army, the able generals to conduct it, and the wise statesmen to provide for it, was the product largely of the old-time public school. In the stern discipline of the old district school, where the autocratic schoolmaster was the unlimited monarch of all he surveyed, was laid the foundation of that valuable military discipline that ultimately rescued our nation from the throat of dissolution.

The old school had its defects—defects which have been remedied; but it had also its virtues, for which, in my way of thinking, the new school has furnished but scant compensation. The new school makes better scholars; but does it make better men? Those who come from the schools to-day, are better equipped with the details of learning; but are they better able to think, and to do? On these questions there may be room for more than one opinion. We know what the old school did; and we may hope that the results of the new school will be even more gratifying; but we will do well to bear in remembrance the principles and methods which secured for us a manhood strength which, when tried in the severest balance in our history, was not found wanting.

The typical school of a half-century ago was the district school; as the people at the time were principally country people. Rural thought and rural manners, were then the controlling forces of the nation; and country bred men were, and indeed are still, our great leaders of thought and action. Hence the district school, fifty years ago, lay very close to the national life-springs; and exercised a preponderating influence in determining our national type. The country school, then, rather than the city school, of fifty years ago, was the school that gave us the men that have illumined the page of our recent history. We may therefore, infer that the old country school, with its rude benches, its wood stove, its austere teacher, and its iron discipline, was not without its virtues. It has often been made the butt of ridicule. Does it not deserve better treatment?

Fifty years ago I shared the instruction of such a school,—a school from which went forth a bishop of the church,—a distinguished journalist,—a skilled machinist,—an officer in the army,—a chaplain in the army,—a noted revivalist,—and several women who are doing noble work in the world; and as I look back upon my childhood days, and contrast the form of schooling with that my children are now receiving, I am not filled with unmingled regrets on my own account. My children are receiving much in school that I did not get; but I am confident they are missing in their training, some things of great value, which I received.

Prominent among the virtues of the old district school, was that of developing within the child self-reliance and the mastery of his own faculties. He was not helped beforehand;—not, indeed, until his own efforts had been exhausted,—and then, not more than enough. Boys were given work to do, and if it were not done, the teacher, or "master," demanded the reason why; and not infrequently enforced his demand with a stinging "hickory." True, the curriculum was very narrow, but the poor boy had to plod through it alone, spurred on by the master's rod; and by the time he climbed "Parnassus' heights," he was no "ninny," as he has shown.

A second great virtue taught in the district school, was true, plain democracy. There were no higher classes; no lower classes; no cultivated children; no rude children;—all were boys and girls—"scholars." Dress received never a word, or a thought. We came there to learn to read, write, and cipher; not to learn manners and fashions. Our Bennett's, Pike's, Rose's, and Davies' were more to us than collars, cuffs, and shoe-brushes. We were taught a broad honest pronunciation of the words, and an open and full presentation of our thoughts, without any fears of grammatical rules, or dictionary accents.

The third valuable thing taught in the old school was the appreciation of good English,—not by a senseless, precocious analysis of works far above our heads: but by reading and

committing to memory classic compositions. Our old readers abounded in fine selections which were read and re-read, committed and recited, with never a note or word of comment whatever. We were allowed to meet the author alone, and hear his voice without let or hindrance from officious editor or teacher. The old schoolmaster knew where to stop.

I need not comment upon that careful and painful penmanship that prevailed. Our old teachers "set" our copies, and their penmanship was awe-inspiring to contemplate. On this study I always thought they were over nice, as they would rap my fingers with their rod to make me straighten them out and keep my pen pointing to my shoulder.

The old master has long since passed away; the old school-house has been replaced by the modern school building with its rooms and grades, all of which are much, very much, better than the old in many respects; but in cultivating self-reliant manhood, in inculcating true democracy, in inspiring a genuine love for good English and originally of thought and freedom of expression, I know nothing in the new American educative system that more thoroughly takes the place of the old country school.

Theophilus Gould Stewart.

Fort Missoula, Mont.

The Social Side of Our Pupils.

Why do so many teachers examine a child's intellect only when he has so many other sides? For the sake of the future for which the pupil must be prepared, his social being should be considered. How many pupils do not join with others in their play or conversation, not from a wish to be alone, but from a lack of confidence or a feeling of not being wanted? On the other hand, what can be done to help those who are offensive in their familiarity? The problem is partly solved when we take it home to ourselves, and to a certain degree our own social bearing is reflected in our pupils. To many we can by personal example give a general basis of conduct toward their fellow beings which will be of value to them all through their life work.

The pupil cannot store up his school training within himself, he must be thrown in with others, and to his manner of meeting them will be due in a measure his success in life. Many a one has lost an opportunity from lack of confidence in the presence of others or from a personality that does not please.

It is to be regretted that there are so few teachers who by their cultured, kindly social bearing have a marked influence on their pupils. But the work of these few is very precious.

Norwalk, Conn.

D. C. Allen.

Composition Work.

To many pupils writing compositions is the most arduous task in school life. In many schools this exercise has been dropped from the course of study, and become simply a mode of punishment.

I venture the assertion, that where the interest in this exercise wanes or is dead the teacher is a failure. The teacher who is not able to maintain a growing interest in a pupil's written productions has no business in the department of English.

My work requires me to correct about a thousand compositions a year. The chief difficulty lies in selecting subjects suitable for each class. To say to a class, "You must hand in a composition of so many words on some subject by such a date," is the best way I know of to defeat the true end of composition work. The teacher who gives such a command ought not to expect progress, for he will surely be disappointed.

There are two results at which I aim: 1. To give the pupils a variety of subjects. 2. To increase their knowledge by way of preparation for writing. This method gains the attention, provokes inquiry, stimulates innocent rivalry, and sustains the interest, not only in composition work, but also in grammar and rhetoric. A student can no more write a composition without preparation than he can recite a difficult lesson without study. Just here is where many teachers fail. They expect an end without the use of means.

Occasionally I allow pupils to choose their own subject. The tendency, however, is to use some old composition, to copy from books or papers, or to write without having a single new idea. To obviate this difficulty, I quiz the boy on his proposed scheme. If his plan is good, I encourage him to write; if it is poor, I suggest a change of treatment or a new subject. This seems like correcting the work before it is performed; but from long experience I find that it is better to make suggestions before he writes, than to mark him low for imperfect work. A good mark acts as a stimulus.

To allow each pupil a different subject almost precludes the possibility of personal help in preparation. Very often I ask each one to name a subject, and from this list I select about six. In choosing from this number the class is divided into groups to which I can give personal attention.

Again I select a single subject, ask each pupil to give one idea, and all to take notes. Sometimes I add a few words, and they are ready to write.

Frequently I ask them to describe natural scenery. With good results, I have used the trees of the campus, the mountains or river basin of a country, or the local geography of a town or city.

Then I take some object as wood, charcoal, ice, or india rubber, and ask each one to name some use or quality. No answer must be repeated. If justice is not done to the theme, I give assistance. It is a privilege to read the compositions handed in under these circumstances.

Occasionally I read or relate to them a story, and ask that it be reproduced. This cultivates attention and memory, but I believe that it is better to arouse the student's interest, and allow him to investigate for himself.

When possible, I select what will throw light on the lessons the pupils are studying. In science, geography, and history much matter, not found in the text-books, can be given with profit.

Since I have entered into this work in the spirit in which I expect of my pupils, they have done superior work in grammar and rhetoric, and seldom do I receive a really poor composition.

W. T. S. Deavor.

St. John's College, Annapolis, Md.

A Novel Idea in Nature Study.

About three weeks ago I received from Cornell university a set of papers which had been prepared upon the study of nature. The one which most interested me was upon "Children's Gardens."

The leaflet had a two-fold purpose—the cultivation of the love of nature in the child and the beautifying of the rural districts. The pleasure that the child can get from this unconscious instruction is simply limitless—to say nothing of the latent aesthetic side which is awakened.

When I read the leaflet my first feeling was one of disappointment that my poor boys—the majority of whom hail from the poorest and most crowded of our city tenements should be deprived of another birthright.

The idea was so fascinating, however, that I began to think and think, until, gradually, my thoughts took material shape. This is the result:

Every boy was asked to bring a cigar box. This could easily be done since many have both parents employed in the cigar factories. The box covers were useless and were accordingly discarded. The boxes were about five inches wide. We took off one side and cut the width to three inches—then we nailed the side on again. We now had a box $8 \times 3 \times 2$ inches. The reason we had to make the boxes narrower was because our desks are so constructed that the firm part which holds the pencils is only three inches wide. It is upon this firm place that we put our boxes.

The boys did all the measuring and cutting. The wood is soft and a penknife is a sufficiently strong tool. They then painted the boxes a uniform dark red and filled them with earth. Prof. Roberts recommended aster and sweet peas as being hardy and easily grown. These seeds I bought and allowed the boys to take their choice. We soaked the seeds in water over night and planted them on Arbor day!

They have so far succeeded beyond our most sanguine expectations and, although they are necessarily neglected from Fridays until Mondays, many have reached a height of two and one-half inches!

There are 55 boys in the class. Their ages range from 10 to 15 years. Over 80 per cent. are either foreign born or of foreign parentage, and each boy is more than interested—he is wildly enthusiastic.

I feel that we have unexpectedly solved a great problem when we have found a way to bring the child of the barren tenement district into direct contact with nature and made him the proud possessor of a few inches of soil. Next to animals, plants absorb a child's attention and he regards the tiny green shoots with positive affection. There is something

of a protective tenderness in his untiring care and I am happy to say that they—the plants—do not distract the attention from the other work. The boys were told in the beginning that any attention to the plant during another lesson would result in the removal of the plant from the offender's desk for the remainder of the day. There has been no occasion to carry out this punishment. I have been asked if the desks did not suffer some defacement in watering the plants. Such has not been the case. The earth is simply kept moist, not wet, and although the desks are highly varnished, no harm has resulted. These boxes have been prepared at odd times before the school sessions. No time could, of course, be spared from the regular school program.

In spite of our over-crowded room with its more or less unhealthy atmosphere we feel that we have risen triumphant over adverse circumstances and are the delighted possessors of "Children's Gardens."

Lillian M. Elliot, Pd. M.

Grammar School No. 82, New York City.

Topics of the Times.

A plan has been presented to the president for the purchase from Spain of Cuba, the money to be raised on Cuban bonds guaranteed by the United States. Mr. McKinley is said to favor it or any other way (short of war) that will stop the bloodshed on the island. There is one insuperable objection to it, and that is that Spain will never give her consent. The Spanish minister, DeLome, says that no Spanish premier would dare to part with any colonial territory. Only by bitter, relentless, bloody, and destructive war could any foreign power acquire a foot of Spanish soil.

Pres. McKinley's idea that Spain would entertain a plan of purchase, therefore, has been entirely dissipated. He contemplates the appointment of a new minister to Spain in place of Mr. Taylor. As soon as this minister arrives he will be instructed to proffer the good offices of the United States to aid in restoring peace and order in Cuba.

If the vigorous Cuban policy that many demand is pursued, it is held that it might bring on a war, in which case bonds would have to be issued. Then would arise the question of the payment of these bonds. They would be made payable in coin. Secretary Windom ruled that the word coin meant gold and all secretaries since him have so decided. The senate might not consent to the issue of gold bonds, in which case Secretary Gage fears the country would be forced to a silver basis. The silver senators, however, deny having in view anything of the kind.

The United States Supreme Court has decided that the Interstate Commerce Commission has no right to prescribe railroad rates which may control in the future. The court has also decided that the president may remove an office-holder at will, even if he has been appointed for four years.

The Britons on this side of the water celebrated Queen Victoria's seventy-eighth birthday (May 24) with enthusiasm. The British warship Pallas and the American cruiser Montgomery exchanged compliments at Tampa, Fla. President McKinley sent his congratulations to the queen.

The new U. S. gunboat Helena will be sent to the Chinese station. She is designed for river work, housing missionaries' families during native outbreaks and navigating shallow waters. She draws only nine feet, and her wide, flat hull makes her resemble a canal boat. There are two rudders, one at the stern and the other at the bow. On her trial trip she made 15.8 knots.

The sultan has thanked the German emperor for his advice during the war with Greece, and hopes that that advice will show Turkey how to obtain full recognition of her rights as a victorious power. The Russian ambassador has proposed as a condition of the international control of the Greek debt that Russia take the Greek indemnity as a set-off to the indemnity Turkey owes Russia.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING MAY 29, 1897.

Have you an educational creed? Have you any foundation principles which you can buckle to firmly believing that their realization in practice will make mankind happier and better? Every educator ought to be able to plant his foot and say proudly, "Here I stand; this is the rock on which I build my hopes for these little ones."

Recently the writer had the pleasure of hearing an enthusiastic young educator urge his colleagues to study the history and philosophy of education, and to draw strength and aspiration from the truths revealed there. Most of his hearers were of the otiose genus of teachers who are always afraid that they are already doing too much for the salary they receive; still, he was listened to with close attention, and his words evidently got a hold upon the audience. When he had finished a hardened old pessimist compared enthusiasm to the measles which the young must go through to have the nonsense rooted out of their minds and then wound up sarcastically with Pilate's "What is truth, anyway?" He waited after this grand finale, expecting it to bring down the house, but he didn't. The audience had caught the same "measles" with which the young advocate of pedagogic advancement was afflicted. Truth had demonstrated its inspirational power. The practical outcome was that the meeting voted to adopt the *Educational Foundations*' course of pedagogic continuation study and a majority of the teachers have already begun it.

It is hard to believe that there are teachers who doubt that there are truths in education, principles which are fundamental, eternal. Yet the fact is that there are many of them who without aim and without compass do not hesitate to direct the training of children. Oh, the pity of it! But it ought to be made impossible for these skeptics to pose as leaders and make their congealing influence felt in meetings attended by young teachers.

The eightieth birthday of Herman Krüsi, for twenty-five years one of the leading spirits in the Oswego normal school, occurs on the 24th of June. As Mr. Krüsi is to revisit Oswego on that date, there is to be some fitting recognition of the occasion. It is proposed to give Mr. Krüsi a reception on the evening of the 24th, and to present him at that time with some substantial token of love and esteem. No formal notification will be sent to the Alumni, but it is hoped that very many of them will be present on the occasion, and help to give Mr. Krüsi a right royal welcome.

Those who wish to join in making the birthday gift should send their contributions at once to the principal of the school, Dr. E. A. Sheldon, Oswego, N. Y.

Dr. Rein urges that: "The state has a right to demand that education and instruction shall not be neg-



HERMAN KRÜSI.

lected, that the schools shall pursue no course hostile to its interests, and that they shall attain certain results which are essential to its task. As regards the latter it should fix upon certain minimum aims to be attained by the various kinds of schools."

"No narrow, one-sided culture will ever equip a child to act a just part in the complex social, political, and industrial society of our time."—C. A. McMurry.

With this number is sent out a large picture chart of "Dragon Fly and Mosquito." An article, by Mr. Frank O. Payne, furnishing material for lessons on these insects will appear in *The School Journal* for June 12.

When I was a Boy.

By Eugene Field.

Up in the attic where I slept
 When I was a boy, a little boy,
 In through the lattice the moonlight crept,
 Bringing a tide of dreams that swept
 Over the low, red trundle bed,
 Bathing the tangled curly head,
 While moonbeams played at hide-and-seek
 With the dimples on the sun-browned cheek—
 When I was a boy, a little boy,
 And oh! the dreams—the dreams I dreamed!
 When I was a boy, a little boy,
 For the grace that through the lattice streamed
 Over my folded eyelids seemed
 To have the gift of prophecy,
 And to bring me glimpses of times to be
 When manhood's clarion seemed to call—
 Ah! that was the sweetest dream of all—
 When I was a boy, a little boy,
 I'd like to sleep where I used to sleep,
 When I was a boy, a little boy,
 For in at the lattice the moon would peep,
 Bringing her tide of dreams to sweep
 The crosses and griefs of the years away
 From the heart that is weary and faint to-day;
 And those dreams should give back again
 A peace I have never known since then—
 When I was a boy, a little boy,

—From "Field Flowers," a Memorial Volume of Eugene Field.

N. Y. U. School of Pedagogy.

The new catalog of the New York University School of Pedagogy has just been issued. Several changes from previous circulars are noticed. The most important of these are first the addition of two new courses; one by Prof. Shaw, called "The Elements of Pedagogy," the other a course on "Child Study," to be given by Prof. Buchner; and second, the printing of the colleges and normal schools from which the students have come. There are 125 regular students and 13 auditors, as compared with 74 regular students and 16 auditors last year. An examination of the roll of students shows the following representation from the various colleges and universities.

Central normal college, Mo. 1, (B. A.); College of the City of Moscow, 1; College of the City of New York, 11 (M. A., 1; B. A., 4; B. S., 6); Columbia university, 1 (Ph. B.); Columbia university, 1 (B. S. and M. S.); Cornell, 1 (B. A.); Dartmouth, 1 (M. A.); Hamilton, 1 (M. A.); Harvard, 2 (B. A., 1; B. S., 1); Illinois Wesleyan, 1 (Ph. B.); Louisiana State university, 1 (B. A.); Manhattan college, 2 (B. A., 1; M. A., 1); Meersburg college, Germany, 1; Muhlenberg college, 1 (B. A.); New York university, 15 (B. A., 1; LL.B., 2; M. A., 1; Pd. M., 9; Pd. D., 3); New York city normal college, 30 (B. A., 1; B. S., 1); St. Francis Xavier, 4 (M. A., 3; B. A., 1); Smith college, 1 (B. A.); State normal college, Albany, 2; Swarthmore, 1 (B. A.); Syracuse university, 1 (B. S. and M. S.); Teachers college, 1; Ursinus college, 1 (M. A.); Wellesley, 2 (B. S., 1; B. A., 1); Western Reserve, 1 (M. A.); Wooster university, 1 (Ph. B. and Ph. M.); Yale, 1 (B. A. and Ph. D.). Altogether there are 85 college graduates; 51 hold college degrees.

There are four graduates of the Albany State normal school; five of the New Jersey State normal school, and two of Cook county normal school; two of Brockport State normal school, and one each from Bridgewater, Buffalo, Cortland, Kutztown, Millersville, New Paltz, Oneonta, and Potsdam State normal schools.

68 come from New York city; 28 from other parts of New York state; 28 from New Jersey; 2 from Missouri; 2 from Pennsylvania; 2 from the District of Columbia, and one each from Illinois, Connecticut, Ohio, Texas, Louisiana, and Minnesota.

Fin-de-Siècle Chivalry.

Cambridge, England.—A majority of the students of the university are opposed to the conferring of degrees upon women. Thirty students in one college have agreed not to take degrees at the coming commencement if these are also given to women. Among the 2,000 opposing the movement are the presidents of the rowing, cricket, and football clubs. Many students have threatened to leave Cambridge for Oxford if the proposal is carried.

A School for Convicts.

Deer Lodge, Mont.—The school for convicts, started a year ago, has proved a great success, so that it needs only the aid of the state in the way of furnishing supplies, to become permanent. The teachers are found among the prisoners, but the supplies have thus far been furnished by private individuals. Nearly all the convicts are interested, and the prison officials are of the opinion that there has been both mental and moral improvement on the part of those who have been regular attendants at the school. The branches taught include reading, spelling, grammar, history, geography, arithmetic, algebra, penmanship, book-keeping, typewriting, and telegraphy.

The Faculty Pressed the Button the Professor did the Rest

Photography is an elective study in Hamilton college, taught by Prof. Samuel J. Saunders. Last year, to the horror of his coadjutors, Prof. Saunders gave no examination in the subject, simply saying at the end of the course that he was pleased that his pupils had done so well. This year the faculty took this matter of examination of photography into its own hands, and voted that examination there must be.

There was. As the class filed into the recitation room after the necessary cramming on the action of silver salt, and the materials usually used for a sensitizer, and in terror lest there be more negative than anything else as the result of their test, they were handed the following questions duly printed like all the other papers:

1. How many photographs have you taken during the term?
2. Do you like photography?
3. Would you take a photograph with a camera or a telescope?

The average standing of the class in photography in the examination was 100 per cent., a record quite unprecedented in the annals of Hamilton college.

Spinsters to the Front.

The school board of Concordia, Kansas, has advertised for teachers who will agree not to marry. Here is the opportunity for which the new woman has long been waiting. With what gusto will she adjust her eyeglasses and start for Con-

cordia! But what of the poor little women who still dream of having homes of their own, some day? May there be some secluded spot where they can still train the little ones whom they love to grow into womanly women like themselves, if not in Kansas, perchance in some less progressive state!

Manual Training Exhibit.

Nashville, Tenn.—The exhibit of the work of the Baltimore manual training school for colored pupils at the exposition includes a stationary engine, a case of grill work, and a case of wood work consisting of checker boards, knife boxes, doors, dovetails, and staples. Six frames of grill work, two umbrella stands and some lamp stands represent the blacksmithing department.

Religious Teaching in the Schools.

Detroit, Mich.—It has been decided that the reading of Bible lessons in school is religious instruction of such a character as to come within the constitutional decree against theological teaching in institutions of learning under state support.

Music for the Masses.

Chicago, Ill.—The Apollo club has decided to undertake "extension work" in the form of children's classes, either free or at slight cost to the pupils. Later it is proposed to establish adult classes in the same manner, the work to be done in co-operation with the various settlements established in the city. Active members of the club are asked to volunteer their services.

A Schoolboy Acquitted.

Minneapolis, Minn.—Christopher Hellback, the schoolboy arrested upon complaint of his teacher, Miss Fairchild, who lost her diamond ring, was acquitted by Judge Kerr. "The Press" comments upon the case as follows: "The fact was that the prosecution by the teacher was made with great reluctance. She had brought an action for theft of an article of jewelry, perfectly justifiable circumstances, but the article being found, where apparently the child hid it, she desired to dismiss the case, but was not permitted to do so, the child's relatives insisting on the hearing, and the authorities hoping to send the child to the reform school. There was not sufficient evidence for this, but the authorities pressed the case for the wholesome example it was hoped to set for others."

Temperance Teaching in the Schools.

Baltimore, Md.—Dr. O. E. Janney, by his report on temperance text-books, made at the convention of the Maryland State Temperance League, brought about consideration of the benefits resulting from a scientific study of temperance. It was estimated that 50,000 children throughout the state are being warned against the evils of intemperance by instruction in the schools.

Life Saving to be Taught in the Schools.

London, Eng.—The Life Saving Society was founded in 1891. Its objects are: (1) to promote technical education in life saving and resuscitation of those apparently drowned; (2) to stimulate public opinion in favor of the general adoption of swimming and life saving as a branch of instruction in schools; (3) to encourage floating and such other swimming arts as would be of assistance to any one in attempting to save life; (4) to arrange lectures, and competitions and to form classes for instruction, so as to bring about a widespread knowledge of the principles which underlie the art of swimming.

The society was started to meet a generally acknowledged deficiency felt especially during the bathing and boating season, when so many lives are lost by drowning. The progress has exceeded the most sanguine expectations, its purpose being now almost universally known.

How they Do It in Chicago.

Salt Lake City, Utah.—Supt. Millspaugh, who has recently been visiting schools in Chicago, says in reference to the school administration in that city, that it is the policy of the board to place those entering upon the work of teaching under the direction of experienced teachers. These beginners teach for a few months without pay before they are considered eligible for permanent positions. It is claimed that the results justify the wisdom of this policy.

An Educational Bill.

Jacksonville, Fla.—A bill has been introduced in the legislature which is entitled "an act to consolidate and improve the state institutions of learning. Senator Adams, who introduced the bill, believes that the school system should be so arranged as not to be subject to political influences or the changes of popular favor.

N. Y. State Teachers' Convention.

New York City.—A feature of the New York state meeting at the Normal college will be the "Souvenir Book and Official Program." Twenty thousand copies will be distributed; one-half of this number throughout the state in advance of the meeting.

Mr. Nicholson, chairman of the committee on printing, has secured original signed contributions from some of the greatest living authors, especially addressed to the teachers and their work. The list includes:

Catharine Aiken, Sir Walter Besant, Hezekiah Butterworth, Edward Bok, Guy Wetmore Carryl, Bliss Carman, Edward Eggleston, Charles A. Dana, Anna Katharine Green, Hamlin Garland, Louise Imogen Guiney, Thomas Wentworth Higginson, Rossiter Johnson, David Christie Murray, F. Marion Crawford, Julia Magruder, Edmund Clarence Stedman, Margaret Sangster, Harriet Prescott Spofford, Rose Hartwick Thospe, Octave Thanet, Adeline D. T. Whitney, etc., etc.

The book will be distributed gratis, and will be a souvenir of unusual literary value.

ADDITION TO THE PROGRAM.

The local committee in charge of arrangements for the State Teachers' Convention in this city, June 30 and July 1, 2 and 3, announces the following additions to the program of speakers. On the evening of June 30, Supt. Jasper and Mr. Charles Bulkley Hubbell, president of the New York city board of education, will speak in addition to Mayor Strong and others previously announced. On Thursday evening there will be an exhibition and physical drill participated in by the girls of the Normal college under the direction of Dr. M. Augusta Requa, supervisor of physical culture. On Friday evening Dr. J. C. Conroy and Dr. Van Dyke of this city will speak.

The following sectional meetings will be held during the several sessions: (1) on primary education and kindergarten, in which Hon. Jas. L. Hughes of Toronto, and Miss Jenny B. Merrill, supervisor of kindergartens, will take a leading part; (2) music, led by Assistant Supt. Albert T. Schauffler; (3) grammar school education; (4) high school and normal education; (5) manual training, led by Dr. James P. Haney, supervisor of manual training, and Messrs. Shaw and Bennett of the Teachers college; (6) Herbartian co-ordination and correlation; (7) child study led by Prof. M. V. O'Shea of Buffalo; (8) voice training; (9) art training, conducted by the Art Teachers' Association.

Art Teachers' Association.

The eighth semi-annual session of the New York State Art Teachers' Association will be held in New York city, Thursday and Friday, July 1 and 2, at the training school of the Normal college, Lexington avenue and 68th street, in conjunction with the annual meeting of the State Teachers' Association.

The Art Teachers' Association will have a session Thursday afternoon. The opening address will be made by one of the New York city superintendents, to be followed by a short address by the president of the association on the general question of "Art Education Through the Public Schools in a Great City."

Following this will be a discussion on the essential features in a scheme of "Art Education in the Public Schools" of a great city. Two or more leaders will introduce the subject, and general discussion will follow.

Friday afternoon will be given to business, election of officers for the following year, and round table discussions on various features of the work in primary, grammar, and high schools. There will be one or two leaders of each general topic, which will then be open for informal discussion.

Friday afternoon there will be a joint session with the State Teachers' Association, at which there will be one speaker on the subject of "Art Education." Mr. Wm. Ordway Partridge has been secured for this part of the program.

The attractions in the State Teachers' Association will be so many, including a fine program, extensive exhibitions of school work, an excursion on the Hudson, etc., that a large attendance of art teachers and directors of drawing is expected. During its last three semi-annual sessions, the New York State Art Teachers Association has drawn an attendance, not only from New York state, but from five adjoining states.

A complete program will be issued soon.

English Teachers Meet at Chicago.

The fourth annual meeting of the Association of English Teachers of the North Central states will be held at the University of Chicago July 2 and 3.

The advance program presents the following features: Discussion of the resolution that in rhetoric it is better to begin with the larger rather than the smaller elements, e. g., with whole compositions rather than with sentence elements.

Report of the conference committee on college requirements, and discussion of the same. Discussion of the resolu-

tion that the study of literature in secondary schools should be intensive rather than extensive; and that it should be pursued by the chronological method.

Dr. John Dewey, of the University of Chicago, will give an address on "The Psychology of Literature Teaching."

Exams. of High School Instructors.

Examination of applicants for positions as instructors in the three new high schools to be opened in this city next September will take place June 10 at the hall of the board of education, 146 Grand street. Applicants will be examined in English and in the special subjects they desire to teach. In selecting teachers, their records as successful teachers, testimonials, and recommendations from their former principals, and "the personal equation" will, it is understood, be taken quite as much into consideration by the board of examiners as the results of the special written examinations. These latter the newly appointed principals, Buchanan and Wight, are engaged in preparing in conjunction with the New York superintendents.

It is now reported that vice-principals of the new high schools may be selected from among the New York city grammar school principals, at a salary of about \$3,500, these vice-principals to be in line of promotion for the principalships of additional high schools to be opened later on. The salaries of instructors of special subjects will, it is said, be about \$2,500.

What the Teachers Think.

New York, N. Y.—The feeling on the part of the teachers of this city is very strong against examinations as necessary to holding their positions. A teacher writing to the "Tribune" says: "They are preposterous for teachers who have laid aside theories and useless capital hoarded during college days and have devoted themselves to attaining practical ends in the actual every-day school-room."

In reference to the regulation of salaries another teacher writes to the same journal: "Permit me to endorse any scheme which regulates teachers' salaries according to length of years in the service. For fourteen years I have been a teacher in the public schools and at present command the disgraceful salary of \$60 a month. And yet I have been the chief support all this time of a family of four."

Pratt Institute Neighborhood Association.

This association has been in existence for three years, and has accomplished much for the promotion of friendliness among the students, and for the giving of educational help by the students to those who stand most in need of such aid. The work has gradually centered about the Astral at Greenpoint, and the following schedule will show what takes place during a week at this Neighborhood Settlement:

Monday.—9-12 Kindergarten; 3.30-5.30 Little Girls' club; 7.30-9.30 Girls' club. Arithmetic class. Thrift for Children; 8-10 Men's club.

Tuesday.—9-12 Kindergarten; 3.30-5 Little Boys' club; 7.30-9.30 Boys' club, boys from 11-13.

Wednesday.—9-12 Kindergarten; 3.30-5.30 Cooking class for girls; 6.30-9 Dispensary; 7.30-9.30 Older Boys' club. Manual training for boys about twelve years old.

Thursday.—9-12 Kindergarten; 3.30-5 Girls' gymnasium class; 7.30-9.30 Millinery classes. Cooking class for young women. Arithmetic class.

Friday.—9.12 Kindergarten; 3.30-5.30 Manual training for boys. Dressmaking class. Cooking class for women. Cooking class for girls; 7.30-9.30 Dressmaking class for women. Mothers' meetings.

Saturday.—9.30-11.30 Sewing classes for girls.

Neither Birds nor Aigrettes on Women's Hats.

Brooklyn, N. Y.—Miss Madge Clarke is making a strong effort to interest women in the abolition of the practice of wearing birds and aigrettes on hats; speaking on this subject before the Civitas club she said:

"Of course we must have pretty hats, but if we refuse to encourage the milliners in using birds, they will find something else. Some of you will say no doubt that many of the birds used in trimming are manufactured. True, but they are made from parts of other birds and the cruelty exists just the same. Aside from the humane view there is the economic one. The birds are absolutely necessary to agriculture and when they are destroyed as at present, the loss to the farmers and their crops from insects is enormous, as the birds if allowed to live would do away with the insects."

In concluding, Miss Clarke suggested that a millinery exhibit of hats trimmed without birds or aigrettes be held by the club. A motion was made and carried to that effect.

The Grammarless Tongue.

The following is from the Norfolk, Va., "Landmark": "Without offence to anyone who may enjoy the system we do think that the so-called analysis of sentences is one of the most fruitless inventions that has ever been inflicted upon the weary brain of childhood. If it does any good to man or beast, so far as the grammar of the native language is

concerned, we have never been able to discern it. It is very easily possible to fill a child's head with all sorts of fierce fancies about adjective elements, objective elements, appositive elements, adverbial elements, adverbial objects, adjective and adverbial phrases, co-ordinate conjunctions, adjective clauses, nominative clauses, independent elements, predicate attributes, and what not; and the poor little thing may be scourged into such proficiency that it is as unerring in digging these strange animals out of the apparently harmless text of an ordinary sentence as Dr. Carver is in bringing down a pigeon. The same child who can do this may be utterly unable to construct a sentence."

Brief Notes.

Newark, N. J.—Plans have been submitted by Dr. Edward J. Ill for a new building for the evening drawing school, to be of modern Renaissance design, three stories high, with a front of buff brick, broken by an entrance eight feet wide. The building will give twice as much room as the present quarters, and Dr. Ill's proposition is to lease it to the city for five years, at an annual rental of \$2,000, or for ten years, at \$1,800. The lot will cost from twenty-five to thirty thousand dollars, and the building twelve thousand, making the total investment \$32,000 or \$37,000, according to the location. Dr. Ill will sell the building to the city at any time for its cost.

Miss J. H. Bancroft, director of physical training in the Brooklyn schools, is trying to enliven recess periods by the introduction of games for the children. The cramped yard areas make this rather difficult in most instances, but by organizing the recess so that one class goes down each day after the others have returned from the regular recess, each class is insured one day in the week when the freedom of the yard is theirs for fifteen minutes of jollity and exercise.

Gymnastic exercise is taken out of doors on mild days by some classes in the Brooklyn schools. Limited as are the school yards, they offer more space than the class room and the change of scene and fresh air add much to the interest and invigoration of the regular daily exercise.

London, England.—The proposal to allow women to take degrees at Cambridge university has been defeated. The total number of votes cast was 2,375, of which 1,713 were in opposition to the measure.

Milwaukee, Wis.—The question of continuing instruction in the German language in the public schools has been under discussion in the school board committee. It is said that objections to this instruction are made by the Germans themselves.

Milwaukee, Wis.—The committee on course of study of the board has decided that Greek shall be taught in the east side high school only, pupils from the other two high schools of the city being allowed to attend to the Greek classes of the east side school.

Silver City, N. M.—It is no longer necessary to procure teachers from the East for the public schools of this territory. The local supply of teachers rather exceeds the demand.

Worcester, Mass.—The semi-annual meeting of the schoolmasters' club was addressed by Prin. D. S. Sanford of the Brookline high school, Supt. Louis P. Nash of Gardner, Supt. W. S. Fickett of Spencer, and Mr. Samuel S. Green of the public library.

St. Paul, Minn.—In opposition to the plan of retrenchment proposing to abolish the manual training school, a mass meeting was appointed for May 13.

Mrs. Jefferson Davis has recently written an article in which she suggests that a more generous treatment of the questions involved in the civil war should be presented to pupils in the United States histories.

Pittsburg, Pa.—Dr. James D. Moffat said to the teachers at the Institute:

"The teacher's place is to furnish the tools, show pupils how to acquire knowledge, and give them the skill to apply the tools. To introduce a pupil to the whole field of knowl-

edge is another important matter for teachers; teach a little of all branches of knowledge. A further element of education is to know something about everything and everything about something. Be a master of one branch and have some knowledge of all. The study of any branch of knowledge is not wasted time; any study is a thought-maker.

Lectures on Modern Child Study.

Among the many good things which the Binghamton, N. Y., teachers have enjoyed under the management of Supt. R. H. Halsey, was the series of five lectures on "Modern Child Study," by Professor M. V. O'Shea, of the Buffalo school of pedagogy.

NEW METHODS IN PSYCHOLOGY.

Mr. O'Shea said that the first thing to do was to show some of the results of modern child study. The science has changed greatly during the last few years; to-day it reaches right into the class room and aids the teacher in solving some of the most perplexing problems of school management. This change from impractical child study is similar to that in the study of psychology and some of the physical sciences. Formerly psychology was studied by people who tried to reason out how the mind ought to act, and when they could not make the facts fit their theory, the facts were declared to be wrong. Now in nearly all of the colleges of this country there are psychological laboratories furnished with apparatus for the study of physiological conditions as complete as those for the study of physical science.

The fields from which the great thinkers, Aristotle, the schoolmen, Hamilton, and others, gathered the ripened fruit, is being worked with the plough of induction to find the conditions that produced that fruit. The study of the structure and functions of the brain is giving most helpful results in child study. It is only within a short time that the sensory and motor areas of the brain have been localized, and the connection between them understood.

The brain is the organ used in all mental operations, though all parts are not concerned in any one class of activities. The brain develops by means of sense impressions, slowly and in proper order, together with the motor areas concerned in expression. Some children have the sensory areas highly developed, while the motor areas are slightly developed. This class of children think much but act very little. Others have the motor areas largely developed, and are always in action.

DIFFERENCE BETWEEN CITY AND COUNTRY CHILDREN.

The results of tests made by G. Stanley Hall as well as some made by the lecturer showed that children living in large cities have no conception of the most common objects, like a cow, growing wheat, and many other things. The concept of these objects is built up by sense impressions, and a child that has never seen one of them cannot form a concept of it. The different sense impressions are unified into the concept, and it is easy to see why children take most naturally to the study of things.

Children in the heart of the city are more alert, and seem quicker than those on the outskirts, or in the country, but ten years from now the one that seems slow will be ahead. The sense training that of the child who lives in the country or on the outskirts of the city gets is the best possible foundation for future growth. The way the different sense impressions are unified, and the association formed between them and the motor areas concerned in expression tell us how to teach language. The impression made by the spoken or seen word or object, must be associated with the motor area for speech or writing. Reading is properly taught by the same process. The child must have some thought of its own to express, and the most natural way to give it expression is by the sentence.

Children differ greatly in regard to their habitual activity. Some children have the part of the brain which is concerned in action well developed, and are constantly in action, making trouble for parent and teacher by their way of rushing head-

long into everything, and always saying or doing the wrong thing. These children are more to be pitied than blamed, for they are acting out their own nature. Then there is the other type of children who have the thought centers well developed, but have no inclination toward activity. These are lazy children, and are in no danger of being fatigued. The teacher will meet both types, and she should know how to deal wisely with them.

FATIGUE

The mind of the child must be studied through the body, because certain mental conditions manifest themselves through bodily conditions. When one is tired there is a lack of control shown through the muscles, by a certain unsteadiness. In some laboratories there is apparatus for testing these conditions.

Fatigue is also shown by obtuseness or dullness, the tired child acting more slowly than it does when rested. Most of the cases of disorder and restlessness can be attributed to fatigue. The constant stimulation of the nerve cells tires them out, and they are not fit for further work till rested.

The practical application of this thought is in the knowledge when to give the child a rest either by a change of work or a time for recreation. There should be frequent periods of rest, or relaxation from work. The young child cannot give attention for a great length of time, without change of occupation. Thinking exhausts nervous energy, and a child should not be required to do much until it is twelve years of age.

SUGGESTION.

The principle of suggestion is an important factor in the study of children, it often produces in the child the very thing we wish to avoid. Stuttering, peculiarities of bodily movements, and mannerisms in speech, are often produced by the suggestion made by seeing others doing so. Much of the dullness and disorder in the school room can be traced to a few types of children who have certain defects, inherited or acquired.

A visit made to a certain school room in Buffalo, where there was constant restlessness and disorder, showed a number of these types. During the first half hour the teacher stopped the work five or six times to lecture some pupil. Even during recess there was constant restraint upon the pupils. The pale faces, dull eyes, listless attitude of several children showed the nervous, high strung pupil, poorly nourished, with barely enough nervous energy to accomplish the daily tasks. This pupil must have special consideration from the teacher. Then there was the large red-haired, freckled boy who takes his time to move. He never worries; no matter what comes he is always at ease. Some showed traces of incipient nervous disease, which might develop into St. Vitus dance.

The bright type of pupil was also present. He is always ready, and quick with answers to all questions, the pride of the teacher, gets excused from many faults that the dull boy would get a punishment for doing. There is danger of the teacher giving too much of her time to this class.

HABITS.

The last lecture showed how habits were formed. The foundation of habits is in the nervous elements. Repeating an act makes it easier to do the next time, until it is done without conscious effort. The habits formed during these early years are the most lasting and persistent of all our actions.

Each child should be studied for the purpose of finding out what is the best treatment to give him. As the physician diagnoses the case of each patient, so should the teacher make a careful study of the needs of each child under her charge.

At the close of each lecture there was from one-half hour to an hour devoted to discussing questions that teachers and parents wished to ask.

It was the universal sentiment among the teachers that the lectures would be of great practical benefit to all. The peculiarities and eccentricities of children seem to be viewed in a different light when one can discover the cause of them.



For Recitation in the School Room

The Death of Champlain.

By Hezekiah Butterworth.

I.

Beside the Fleur de Lis of France,
The faith I've planted in the North;
Ye messengers of Heaven, advance,
Ye mysteries of the Cross shine forth!
I know the value of the earth;
I've learned its lessons; it is done;
One soul outweighs in worth
The fairest kingdom of the sun.
Star on the bosom of the West,
My dim eyes follow thee afar;
Chime on, chime on, O Christmas bells!
Shine on, shine on, O golden Star!

II.

In dreams St. Malo's port I see,
The havens fair of old Rochelle,
My lateen-sails again flow free,
And in seas of crystal swell.
O Richelieu, O Richelieu,
For thee I sought these regions broad,
And to the Lilies I've been true;
My prince, these kingdoms are for God.
Star on the bosom of the West,
My soul doth follow thee afar;
Chime on, chime on, O Christmas bells!
Shine on, shine on, O golden Star!

III.

Hark! music fills my dying ear,
"Immanuel!" They sing His name,
As though again to earth drew near
Celestial messengers of flame.
The priest stands on the altar stairs,
And swings the incense cup of gold,
The midnight mass is said, and prayers,
Hark! 'tis the midnight anthem old—
The hymn I sung upon the sea,
Beneath Selene's golden car
That fills the air with melody,—
Shine on, shine on, O golden Star!

IV.

What rapture I hear the sweet choir sing,
While death's cold shadows o'er me fall.
Beneath the Lilies of my king;
Go, light the lamps in yonder hall.
Mine eyes have seen the Christ-Star glow
Above the New World's temple gates.
Go forth, celestial heralds, go;
Earth's fairest harvests thee awaits!
I know the value of the earth;
I've learned its lessons; it is done;
One soul alone outweighs in worth
The fairest kingdom of the sun.

V.

'Twas Christmas morn; the sun arose
'Mid clouds o'er the St. Lawrence broad,
And fell a sprinkling of the snows
As from the uplifted hand of God.
Dead in the fortress lay the knight,
His white hands crossed upon his breast—
Dead, he whose prophetic sight
Beheld the Christ-Star in the West.
That morning, 'mid the turrets white,
The low flag told the empire's loss;
They hung the Lilies o'er the knight,
And by the Lilies set the Cross.

§ Champlain's letters to Richelieu.

Hezekiah Butterworth.

Special Day Exercises.

For Flag Day: Our Flag.

By A. S. Webber.

Thirty-two children are required, an equal number of boys and girls. Each girl should carry one of our flags, the boys each a colonial flag as numbered below, and they may also be dressed in the fashion of that time. The girls enter first, an equal number from opposite sides, singing "Columbia the Gem of the Ocean," marching according to following diagram. Stopping as indicated by the stars.

Repeat the march for as many verses and chorus as are wished. Just as the girls are in position, the first boy enters passing down the center to the front with flag No. 1, (white ground, St. George's cross in red, and royal arms) and speaks.

1st. boy.

In sixteen hundred eighty-six,

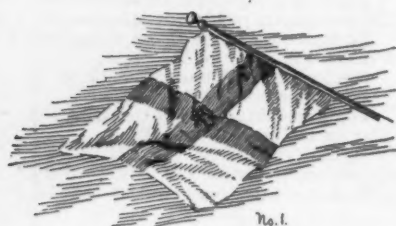
The people good and brave
First made this flag, nor knew that they
A page to history gave.

The flag they used before was one,
They brought from o'er the sea,
But this one shows the first faint stroke
For home and liberty.

The boy moves to one side while the girls hum the chorus of "Columbia the Gem," etc., and repeat the march. The second boy enters just as they are again in position the same as first boy.

2nd. boy.—(with flag No. 2, blue ground, red, and white English cross.)

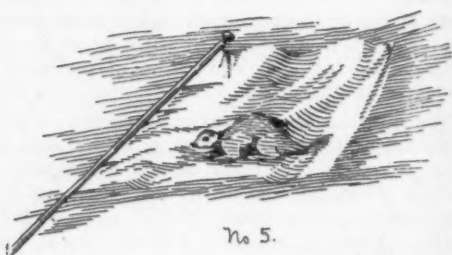
Then this was floated to the breeze,
In seventeen hundred one,
Each felt their independence more
Than ever they had done.



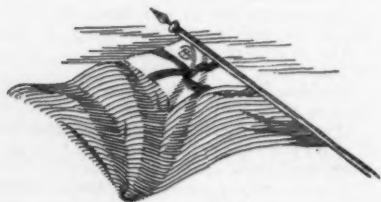
No. 1.



No. 3.



No. 5.



No. 4.



No. 16.



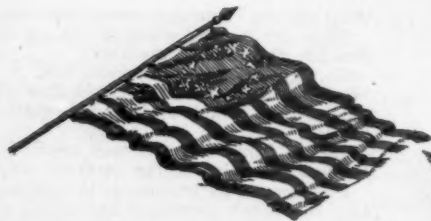
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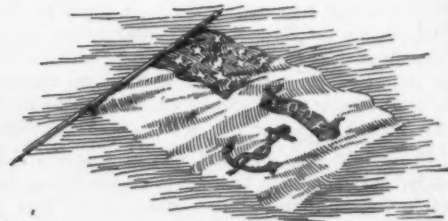
No. 2.



No. 15.



No. 7.



No. 14.



No. 11.



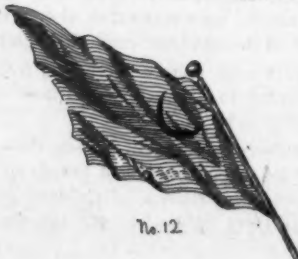
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No. 10.



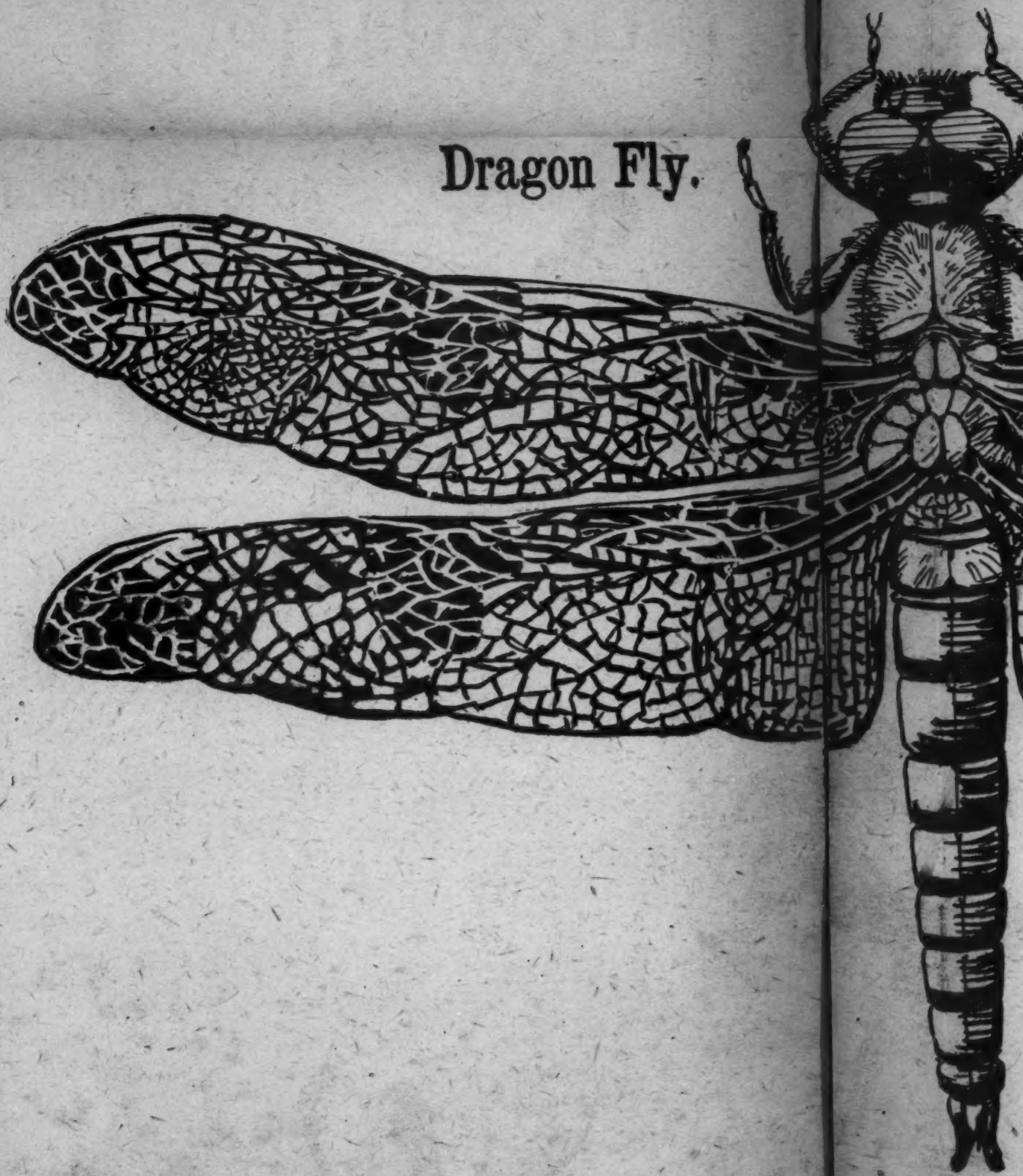
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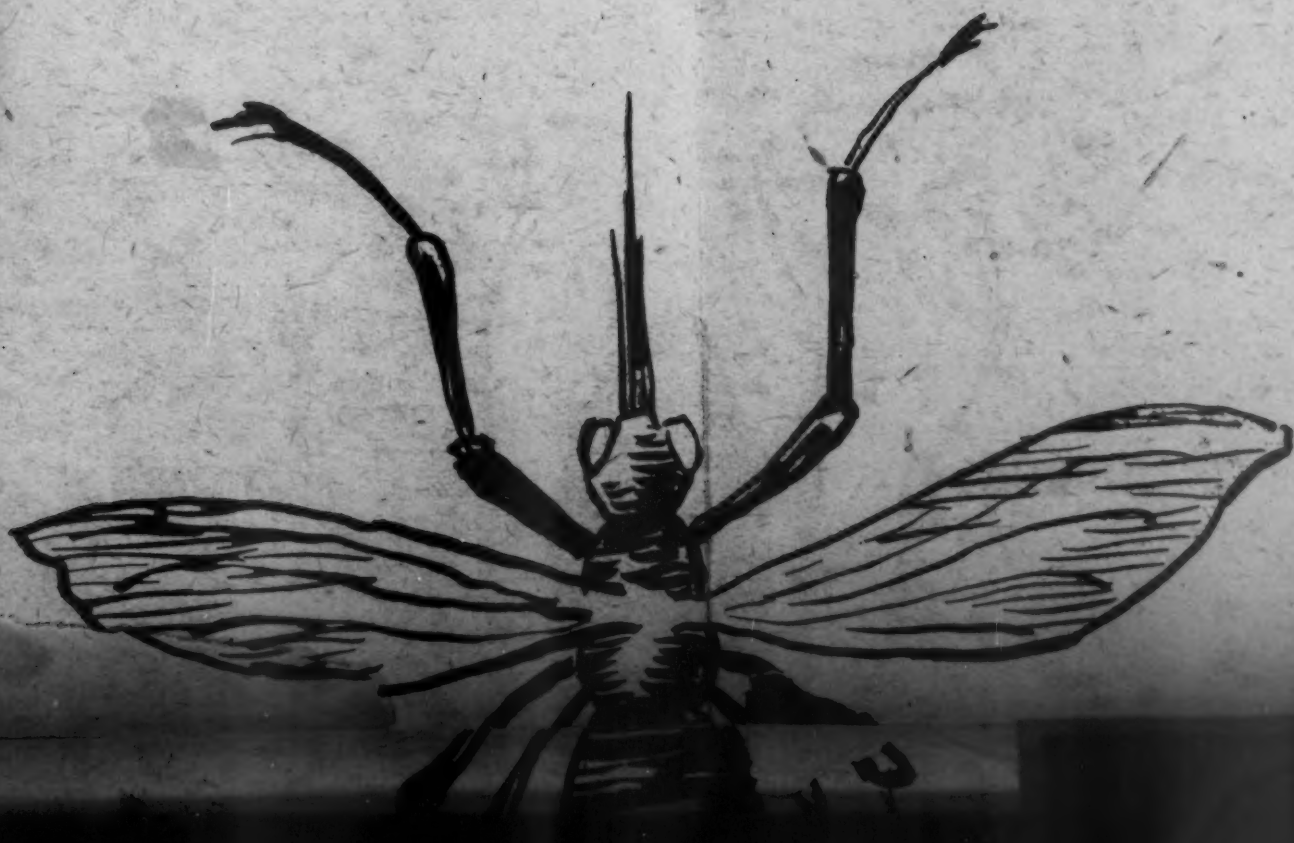
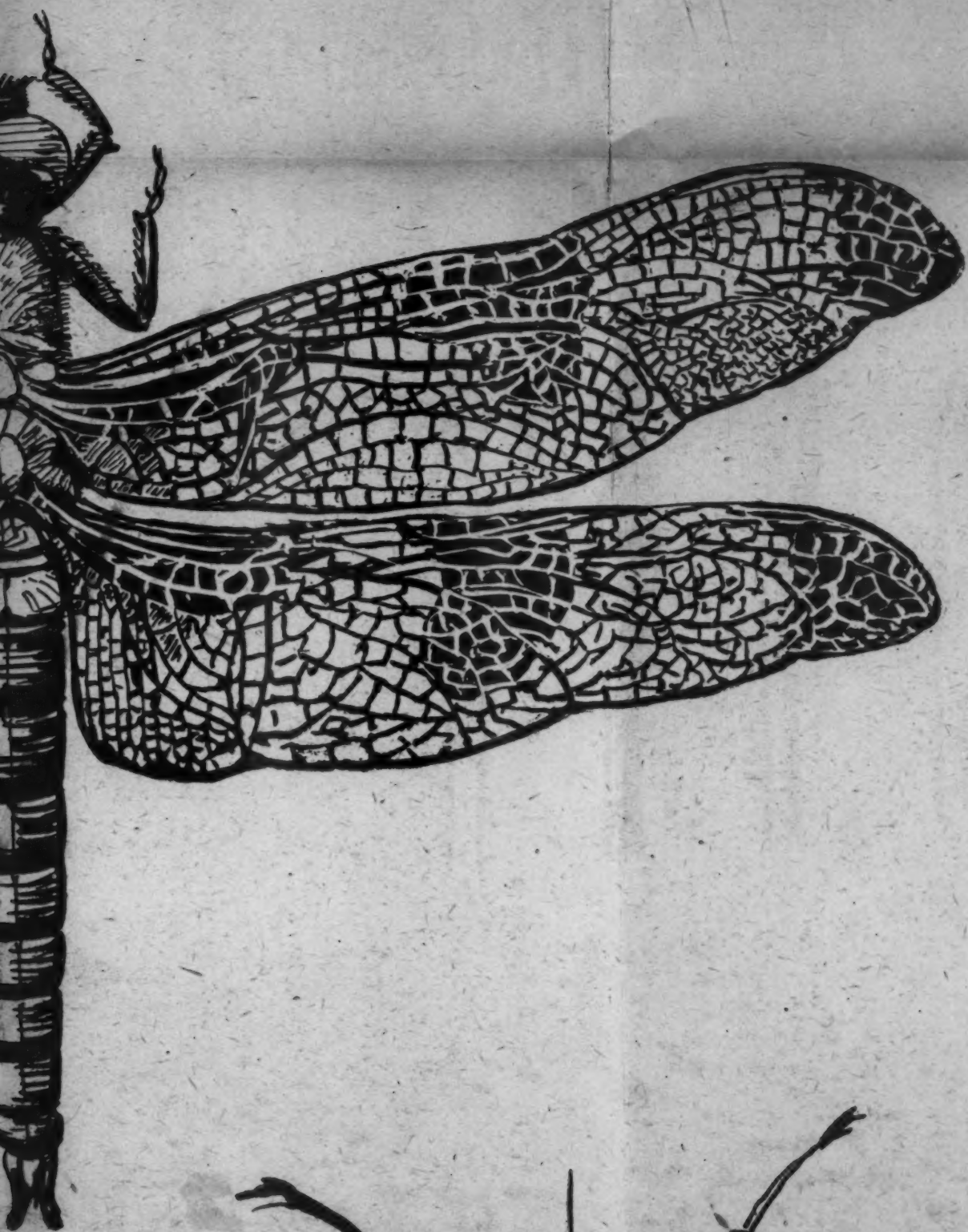


No. 12.



Dragon Fly.



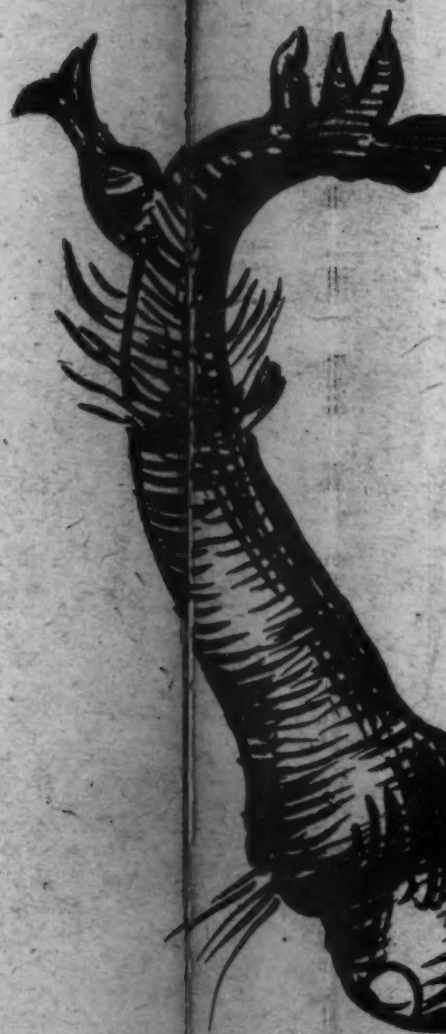


Male

Mosquito.



Antenna of Male.



Larva of M

Supplement to THE SCHOOL JOURNAL, May 20, 1897.

Dragon Fly an

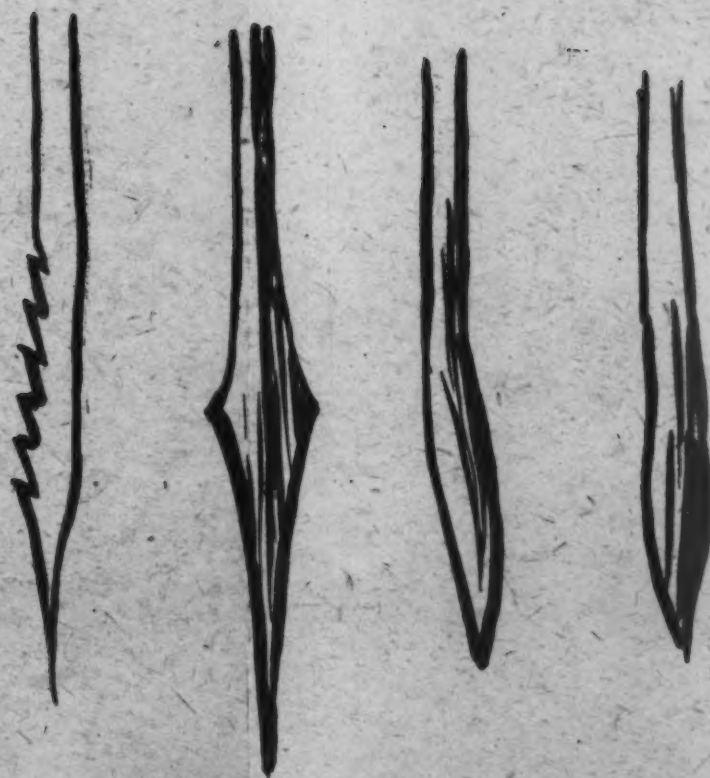
Female



Mosquito.



of Mosquito.



Suctorial Organs.

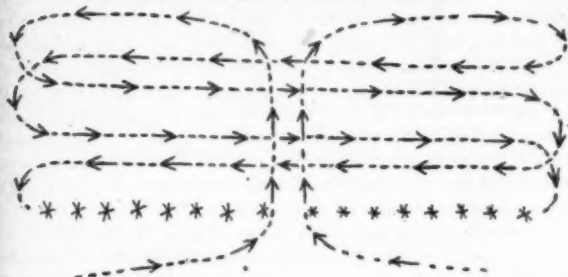
Copyright 1897, B. L. KELLOGG & Co., New York and Chicago.

and Mosquito.

And these two flags come down to us,
If history tells aright,
Through near two hundred years, known as
"New England's colors" bright.

Repeat everything as when first boy finished.

3d boy.—(with flag No. 3, English flag, red ground).
This is the flag they dared to wave



Out on the open sea,
It bore a message very plain
For English eyes to see.

And this was done, so history says
In seventeen forty-one,
But England heeded not the words
Of her wild western son.

Repeat as when first boy finished.

4th boy.—(with flag No. 4, blue ground, white canton and red cross.)

This is supposed to be like one,
That waved from Bunker Hill
And puzzled General Gage so much
Though everything was still.

He went to learn the meaning strange,
They told him with cold lead,
He ne'er perhaps forgot the truth,
Nor we—whose fathers bled.

Repeat as when first boy finished.

5th boy.—(with flag No. 5, white ground, beaver painted on.)

This flag on ships that year was seen,
'Twas that same seventy-five,
And must have told—"We're hard at work
And very much alive."

It first was seen to leave New York,
None knew from whence it came,
Enough it worked for liberty,
The Colonist's common aim.

Repeat as before

6th boy.—(with flag No. 6, white ground, green tree.)

As England headed not the word,
No matter where they went,
So then this flag was made, with its
"Appeal to Heaven," sent.

This emblem was the stanch pine tree,
A tree that changes not
And brave and stanch and true were they
Or else we would be—what?

Repeat as before.

7th boy.—(with flag No. 7, yellow ground, green snake.)

'Twas then this naval flag was seen,
From South Carolina's way,
It tried to tell them without words,
"Take care for 'tis no play."

They knew what a coiled snake would do—
England perhaps did not,
But then she may have learned the truth,
In ways she ne'er forgot.

Repeat as before.

8th boy.—(with flag No. 8, red ground, white canton, green tree.)

And then another pine tree flag,
Was raised to catch the eye
Of any curious Englishman,
Who might be loitering nigh.

The Northern men fought best, 'twas said,
With flags that showed a tree,
The South preferred a snake, but both
Meant home and liberty.

Repeat as before.

9th boy.—(with flag No. 9, red and white stripes, with canton, English colors.)

In that same year this flag was seen,

The battle was "White Plains,"
Perhaps the courage that it waved,
Gave Britain little gain.

It was the first step towards our stripes
Though none could dream it then,
When every prospect looked so dark
For our brave hearted men.

Repeat as before.

10th boy.—(with flag No. 10, white ground, with two crossed foils.)

On that same day this flag was used,
Just why is never known,
Perhaps to show the English men,
How liberty had grown.

Perhaps the sight of two strange flags,
Bewildered lordly Howe,
So our defeat was not complete,
At least we'll say so now.

Repeat as before.

11th boy.—(with flag No. 11, English colors in corner.)

Before our Independence dear
Had dared to be declared,
This flag showed how all English things,
In general had fared.

They only gave a corner small
To English colors here,
The rest was all their own, the stripes
That since have grown so dear.

Repeat as before.

12th boy.—(with flag No. 12, blue ground, black crescent.)

In that old seventy-six we love;
This flag o'er Moultrie waved,
Its one word told for what they fought,
For what they dared be brave.

Although it fell it was not lost,
And in a month or less,
That word our honored bell rang loud,
'Twas heard from East to West.

Repeat as before.

13th boy.—(with flag No. 13, yellow snake.)

Of what is called Grand Union flags,
This is the first they say,
And Paul Jones threw it to the breeze,
In his brave daring way.

The motto was so like him too,
The words, "Don't tread on me,"
And so arranged that all could see
The thirteen, one would be.

Repeat as before.

14th boy.—(with flag No. 14, white ground, blue anchor.)

Rhode Island then brought forth a flag,
That really seemed quite new,
It showed this peaceful ground of white,
On it an anchor blue.

And now they think the stars were first
On this odd banner shown,
It all had such a peaceful look
As if no strife was known.

Repeat as at first.

15th boy.—(with flag No. 15.)

In seventeen hundred seventy-seven,
With flags almost a score,
This was the one adopted then,
And strange flags were no more.

In Baltimore 'twas raised to view,
Soon seen throughout the land,
And history says that it was raised
By Barry's loyal hand.

Repeat chorus and march as at first.

16th boy.—(with flag No. 16.)

In seventeen ninety-five we see,
Another little change,
To us who know our country's growth,
'Tis not the least bit strange.

But in that ninety-five, no doubt,
The change was strange and new,
While we've grown used to adding stars
To keep our banner true.

Repeat chorus and march as at first. When it is finished, the boys alone sing the following to the air of "Yankee Doodle." When singing the chorus the boys will march several times across the stage, the two boys in the center of the line leading to opposite sides, so that all passing is done in the center of the stage.

'Twas while beneath these flags they stood
They heard a little singing,
It was this jolly air that set
New England's hills a ringing.

Chorus.—

Yankee Doodle keep it up,
Yankee Doodle dandy,
Mind the music and the step
And with the girls be handy.

And so they learned the little tune
While fighting 'neath these banners,
And sang it for their teachers while
They taught them better manners.—Chorus.

'Twas thought to scare the ones who marched
With such strange banners flying,
But after seven years 'twas found
There was no use of trying.—Chorus.

And when John Bull forgot the tune,
That set this country ringing,
He found him marching home again,
And Yankees did the singing.—Chorus.

All sing the following two verses and chorus, and do no marching until the last chorus is reached when the girls start the same march as at first, and a boy joins each girl as she comes forward.

That little air has now been sung,
For years more than a hundred,
To different music from the kind
By British soldiers thundered.—Chorus.

And now you know just how we gained
Our country, flag, and tune, sir,
And we'll not let it be forgot,
For longer than next June, sir.—Chorus.

(If it is found desirable to shorten the presentation, some or most of the marching may be omitted. Ed.)

The American Flag.

By Lena E. Faulds.

Lift it high our glorious banner;
Let it wave upon the breeze;
Freedom's starry emblem ever,
Lift it high o'er land and seas.

Many conflicts it has witnessed,
Many stories it could tell
Of the brave who fought around it,
Of the brave who 'neath it fell.

Scenes of woe and desolation,
Scenes of joy o'er vict'ries won;
Scenes of rest and peaceful union;
Freedom now for every one.

Lift the flag then high above us.
May it wave till time shall cease;
And its record for the future
Be of happiness and peace.

A Song for Flag Day.

By Martha Burr Banks.

Run up our flag in the breeze,
Flash it out under the sky;
Up to the tops of the trees
We'll merrily let it fly!
Shake it now, wind, but slightly,
Flutter its folds now lightly,
The flag that we love all flags above,
Smile on it, sun, most brightly.
Let it float over the ocean,
Let it float over the land:
We'll give it our dearest devotion,
We'll guard it with heart and hand:
We'll cherish each shining star,
We'll care for each brilliant bar:
Three cheers for our banner!
Here's in our best manner;
Hurrah, hurrah, hurrah!

A Recitation for Flag Day.

Abstract from a tribute of respect paid to our National Flag in a Centennial address delivered by Hon. Jacob Weart, of Jersey City, at Hopewell, N. J., July 4, 1876.

One hundred years ago we hoisted the stars and stripes to wave over the land of the free and the home of the brave, the nation's ensign and emblem. We striped it with white, to show forth our love of purity; we striped it with red so that it would gleam through the sunshine and the storm; we placed it in a field of blue to represent the strength and azure of the deep blue vaulted heavens; we spangled it with stars, to glitter in the twilight, and emblazon the morning. From the dome of the capitol in Washington we spread it to the breeze, and it waves in triumph among the tall pines in Maine, over the broad and rich fields of the middle states, upon the highest peak of the Rocky Mountains, upon the shores of the calm and placid Pacific, over the verdure and luxuriance of the gulf states, over the ice and snow-bound state of Minnesota; it streams from end to end of our mighty rivers; it floats over our broad and placid lakes; and upon every ocean, sea, and gulf of the whole earth. Under its folds now dwell in peace and harmony over 40,000,000 * of people; and in every nation and in every clime it affords protection to every native and naturalized citizen of these United States. Thirteen stars originally composed the clusters and typified the nation's strength, but gradually we have widened and lengthened the

RED, WHITE AND BLUE.

9

JOS. P. WEBSTER, by per.

1. There's a band that is loyal and true, Of the sons of a na-tion who
2. O ye sires and ye sons of the soil, Will ye come? We are waiting for
3. O ye sires and ye sons of the land, Hand in hand let us journey a -

stand 'Neath the folds of the Red, White and Blue, To pro- tect and to
you, All u - nit - ed and blest we will toil, In the work that our
long; There is room in our glo - ri-ous band, And a wel-come of

CHORUS.
watch o'er our land. Blessed Red, White and Blue, In thy
hands find to do.
love and of song.

Blessed Red, White and Blue,
glory undimm'd shall thou wave; May thy sons brave and
shall thou wave, May thy sons

true, Ev - er rule both the land and the wave.
brave and true,

starry border, and added star after star, as each new state has been admitted to the Union, until we now spread thirty-eight* to the breeze. No enemy has ever been able to haul it down; as we hoisted it over land and sea, so it still waves; it floats at every masthead in our navy and merchant service, and over every city, town, village, and hamlet of our vast domain. We have inscribed liberty upon its every fold, and no star now glitters over a single slave. So may it ever wave, as a shield and protection of the bravest of our men, to the tenderest and most refined of our women, and to the youngest and weakest of our infantile race. May no oppression or wrong ever be tolerated beneath its folds, and may it ever continue to wave, as the proud emblem of a great and free nation.

* How many now?

Closing Exercises.

Mother Goose Festival.

Arranged by Orphena McAllister Kalamazoo, Mich

CHARACTERS

Mother Goose.	Jack Horner.
King Cole, his three fiddlers and pages.	Miss Muffet.
Jack and Jill.	Mother Hubbard and her dog.
Boy Blue.	Nimble Jack.
Three men in a tub.	The Traveler.
Tom Tucker.	Bo-Peep.
Humpty Dumpty.	Peter, Pumpkin Eater, and his wife.
Simple Simon and the Pieman.	Daffy Down Dilly.
Boy who lived by himself, with his wife from town.	Old Man in Leather and lady he met.
King, Queen, and Knave of Hearts.	Maids and escort.
Tom the Piper's son, and Dame Trot.	Babes in the Woods.
	Jack Spratt and wife.
	5 Bramble Bush Girls.

COSTUMES.

The costumes may be as simple or as elaborate as desired. In the school where this program was presented each mother kindly furnished and made the costume for her child. The colors were of the brightest.

Mother Goose.—Full green dress reaching to the ankles; red cape or shawl; white muslin hood with frill around the edge; and high pointed yellow hat. She carries a small broom.

King Cole.—Swallow-tailed coat; knee pants of red with bows of yellow at the knees; pale blue vest; white shirt front; enormous yellow bow for a necktie; white stockings and blue slippers with bows of yellow; crown of gilt paper. He must be made to appear portly.

Fiddlers.—Cut-away coats; white vests; very high collars and black cravats; wigs made of frayed rope ending in a braid tied with ribbon. Each fiddler has a violin.

Page.—Knee pants and ruffled blouse of white; white stockings and slippers. This suit may have bright colored bows on the shoulders, sleeves, knees, and slippers. He has a small salver, a bowl, and large pipe.

Jack.—Gaily striped trousers; a jacket too small for him; a battered straw hat.

Jill.—Old dress; long sleeved apron; sunbonnet tied under her chin and hanging from her shoulders; hair flying. They carry a pail.

Boy Blue.—Full trousers and blouse of pale blue with ruffles at the wrists, waist, knees, and around the sailor collar; stockings, slippers, and cap of bright red. He carries a horn.

Three men in a tub.—One wears a butcher's apron and carries a cleaver; another, a baker's apron and cap, and carries a rolling-pin; the third, brownie overalls and carries a candlestick.

Tom Tucker.—This costume may be made very effective by tucking the cloth before the garments are cut, but it may be made plain. Long trousers of red and white stripes; long red jacket, belted.

Humpty Dumpty.—Cream jacket; pale yellow trousers and cap; tan shoes and stockings; to represent a chick in the shell.

Simple Simon.—An old suit patched with many colors; ragged shoes and a battered hat. He has an old sieve, a pail, and fishpole and line.

Pieman.—Silk hat; purple coat; white apron tied around the waist. His pies may be arranged on a board covered with white paper and suspended from his shoulders by a strap.

Boy who lived by himself.—Any ordinary coat; vest and pants of blue reaching to the shoe tops; white shirt front and high white collar; enormous yellow tie and light-colored stove-pipe hat. He has a wheelbarrow, whose sides will fall out.

Wife from town.—Long dress of large flowered calico; small shawl folded cornerwise; large hat trimmed with gorgeous flowers and tied down to make a sunshade; a tattered parasol.

The costumes of the King, Queen and Knave of Hearts should be spangled with hearts.

King.—Swallow-tailed coat of red and white brocade; knee pants of red with bows at the knees; white blouse with wide ruffled cuffs and collar; white crown pointed in front. He carries a cane.

Queen.—Close fitting white bodice with large red hearts reaching from neck to waist in front and back; trained skirt; crown to match. She has a rolling pin and a plate of tarts.

Knave.—Suit of blue and yellow same style as king's.

Tom, the Piper's Son.—Red jacket and hat; brown trousers and white stockings. He has a horn.

Dame Trot.—Long full skirt; shawl; sunbonnet; spectacles; umbrella; basket of egg shells.

Jack Horner.—Belted jacket with cap of same color; large fluted white collar and flutings at wrists and knees.

Miss Muffet.—Bright blue dress; large white hat trimmed with blue. She has stool, basin, and spoon.

Mother Hubbard.—Looped skirt; tight bodice and sleeves; poke bonnet trimmed with large flowers; shawl pinned around the shoulders. The dog is a necessary property.

Nimble Jack.—Purple trousers; red jacket and yellow cap. He has a candlestick.

The Traveler.—Yellow trousers; red flowered vest; an old coat and silk hat. On a cane over his shoulders he carries a bundle tied in a red bandanna handkerchief.

Bo-Peep.—Blue bodice laced over a white guimpe; full blue skirt; white stockings and blue slippers. She carries a shepherd's crook.

Peter Pumpkin Eater.—Full pumpkin colored blouse with collar slashed in points; close green sleeves slashed at the wrists to show puff of pumpkin color; knee pants, slashed same as sleeves. He has a wooden knife.

Peter Pumpkin Eater's Wife.—Long dress. She looks very submissive.

Daffy Down Dilly.—Scant green princess dress reaching floor; yellow bonnet with three frills falling over the face.

Old Man in Leather.—Brown cambric suit with long pants; brown turban.

"Imitation is the Sincerest Praise."

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D C. HEATH & CO., Publishers, - Boston, New York, Chicago.

Old Lady.—Long Dress; white neckerchief; white muslin cap.

Milkmaid.—Calico dress with the skirt pinned up; white bibbed apron; sunbonnet hanging from shoulders. Milking stool.

Milkmaid's Escort.—Belted jacket and long pants of blue to represent jeans.

Jack Spratt.—Swallow-tailed coat of flowered calico; red and white striped trousers; silk hat. He should look very slender.

Jack Spratt's Wife.—Very full straight dress gathered at the neck and belted at the waist; white muslin cap. She is dressed to look large. They have a large platter.

Bramble Bush girls.—Cheese cloth robes of harmonizing colors.

Mother Goose with broom in hand stands at one corner of the stage and reads the rhymes, the children illustrating them in pantomime. The reading must be timed to the action of the characters. A part of the school constitutes a chorus for the singing, during which Mother Goose retires from the stage.



1. Song. Saw a Ship a Sailing. Chorus.

I saw a ship a sailing, a sailing on the sea,
And it was full of pretty things for baby
and for me;
There were raisins in the cabin, sugar
kisses in the hold,
And the sails were made of silk and
the masts were made of gold.
There were four and twenty sailors, a skipping
on the deck,
And they were white and pretty mice
with rings about their necks.
And the captain was a duck, with a
jacket on his back;
When the ship began to sail, cried the captain
"Quack, quack, quack, quack."—Selected.

2.—KING COLE.

(When the curtain is drawn, King Cole is discovered, seated on a chair which is arranged to represent a throne. Mother Goose reads.)

Old King Cole
Was a merry old soul,
And a merry old soul was he;
And he called for his pipe,
And he called for his bowl,
And he called for his fiddlers three.
And every fiddler he had a fine fiddle,
And a very fine fiddle had he;
"Tweedle-dee-dee tweedle-dee-dee," sang
the fiddlers,
Oh, there's none so rare as can compare
With King Cole and his fiddlers three." (Curtain.)

(Mother Goose reads.)

Jack and Jill went up the hill
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after. (Curtain.)



4.—BOY BLUE.

(Boy Blue discovered asleep on the ground, with his horn by his side; as the last chorus is sung, he slowly awakes, then springs to his feet and blows lustily on his horn.)

Under the haystack, little Boy Blue
Sleeps with his head on his arm;
While voices of maids and voices of men
Are calling him over the farm.

Chorus.—

Little Boy Blue, come blow your horn;
Sheep in the meadow and cows in the corn.
Where is the boy to look after the sheep?
Under the haystack, fast asleep.

Weary with watching, little Boy Blue
Hears not the sound of alarm;
For soundly he slumbers all the day through,
And nothing cares he for the farm.

Chorus.—

Sweet be the sleep of little Boy Blue,
Always so cheerful and calm.
Sweet peace to his soul, and rest to his limbs,
Perhaps he'll come back to the farm.

Chorus.—

Little Boy Blue, come blow your horn;
Sheep in the meadow, and cows in the corn.
Where is the boy to look after the sheep?
Surely, he is not asleep. (Curtain.)

5.—THREE MEN IN A TUB.

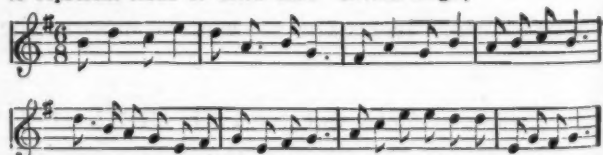
Rub-a-dub-dub!
Three men in a tub!
And who do you think they be? (Curtain.)

6.—TOM TUCKER.

Little Tom Tucker
Sings for his supper,
What does he sing for?
White bread and butter.
How shall he cut it
Without any knife?
How can he marry
Without any wife? (Curtain.)

7.—HUMPTY DUMPTY.

(Humpty Dumpty, seated on a wall made of boxes chalked to represent stone or brick wall. Chorus sings.)



Humpty Dumpty sat on a wall;
Humpty Dumpty had a great fall.
All the king's horses, all the king's men,
Cannot put Humpty together again. (Curtain.)

Literary Notes.

J. T. Bealer & Co., of Allegheny, Pa., contractors on the Second Ward school of that city have awarded the contract of installing the flushing closets and urinals to The Peck-Williamson Co., of Cincinnati, Ohio. The closets will be put in in the near future.

G. P. Putnam's Sons have issued "Nullification and Secession: A History of the Six Attempts during the First Century of the Republic," by Edward Payson Powell, D. D.; "Sound Money Monographs," by William C. Cornwell, president of the City Bank, Buffalo, author of "The Currency and Banking Law of Canada;" "Basis of Religious Belief, Historic and Ideal: an Outline of Religious Study," by Charles Mellen Tyler, Professor in Cornell university; and "Nippur; or, Explorations and Adventures on the Euphrates," the narrative of the University of Pennsylvania expedition to Babylonia, in the years 1889-1890, by John Punnett Peters, Ph.D., Sc.D., D.D., director of the expedition.

The manuscript of Anthony Hope's new novel, the sequel to "The Prisoner of Zenda," which is to begin publication in "McClure's Magazine" in September, is now in the hands of Mr. C. D. Gibson, who is to make a series of full-page illustrations to be published with the several instalments in "McClure's." The title of the novel is "A Constable of Zenda."

"The Story of the Romans," by H. A. Guerber, has recently been published by the American Book Company. This author possesses the rare and happy faculty of writing for young people so that the characters, scenes, and incidents described seem real. "The Story of the Romans" is the eleventh volume of the new series of the "Eclectic School Readings." It is embellished with twenty-three beautiful full-page pictures besides maps and numerous smaller cuts, artistic in treatment and educative in value.

Ginn & Co., will have ready in June a "Higher Arithmetic," by Prof. Wooster Woodruff Beman, of the University of Michigan, and Prof. David Eugene Smith, of the Michigan State normal school. In the preparation of this work the authors have had in mind the needs of the academy, the high school, the normal school, and the business college, as these institutions exist

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in America to-day. Accordingly they have striven to eliminate all topics and classes of problems which are not found either in common life or in the laboratories, or which do not train the mind in logical analysis without giving false views of business. In place of this traditional matter many new features are presented which are sure to appeal to all progressive teachers.

"The Phrenological Journal" for May contains articles on "President McKinley and his Cabinet," and "General Grant's Memorial," by Nelson Sizer, and "Burns and Scott Compared," by L. F. Piercy; also many other articles of interest.

The epigrammatic and sententious style of Dr. Charles H. Parkhurst makes his "Talks to Young Men," of which a volume has lately been published, excellent reading. He takes up a wide range, writing about "The Body the Foundation of the Man," "Shall We Send Our Boy to College?" "Substitutes for a College Training," "The Young Man as a Citizen," "The Young Man at Play," and "The Young Man on the Fence," as well as upon other subjects having to do with the training of the young man, and the choice in life of the young man himself. (The Century Co., New York. 16mo., 130 pp., \$1.00.)

The czar-like rule exercised by Speaker Reed has been the occasion of much comment and criticism of late. Endowed with a plentitude of power beside which the president of the United States seems mean and insignificant, Mr. Reed is to-day the autocrat of Congress. The threatening danger of this one-man power is clearly and

forcibly indicated in an article which appears in the May "Forum" from the pen of Mr. Henry Lichfield West, an authority on national politics.

One of the latest books issued by Ginn & Co., is "Flowers and their Friends," by Margaret W. Morley. It is a reading book for those who are beginning the study of plant-life. It is not a "botany," yet it tells the secret of the plants and of their friends, the insects. It tells the interesting things that people care to know about flowers, stems, leaves and roots, leaving the hard words and the classifications to the botanists.

Mr. Cable continues the "Editor's Symposium" in his usual happy vein in the June number of "Current Literature." One of the conspicuous changes in the magazine under the new editorial management is the illustrations of special personal articles and regular departments devoted to personal mention with portraits of the writers of celebrities mentioned in the text.

In the New York "Critic" of May 22, the Lounger gives honor to the senate for undoing the work of the house in putting a tax upon books and works of art in the Dingley bill, but remarks that, on the other hand, the house refused to follow the senate's lead in revoking Mr. Cleveland's order setting apart and preserving over 20,000,000 acres of forest-land, although it was mainly composed of Mr. Cleveland's political opponents. Thus honors are even, and the best interests of the country have been served by both branches of Congress.

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8.—SIMPLE SIMON.

Simple Simon met a pieman
Going to the fair.
Said Simple Simon to the pieman,
"Let me taste your ware."
Said the pieman to Simple Simon,
"Show me first your penny."
Said Simple Simon to the pieman,
"Indeed, I haven't any." (Exit pieman.)

Simple Simon went a-fishing,
For to catch a whale;
All the water that he had
Was in his mother's pail.

He went for water in a sieve,
But soon it all ran through;
And now poor Simple Simon
Bids you all adieu.

9.—BOY WHO LIVED BY HIMSELF.

(He appears alone, then leaves the stage and returns with his wife in a wheelbarrow.)

When I was a little boy, I lived by myself,
And all the bread and cheese I got, I put upon
upon a shelf;
The rats and the mice did lead me such a life,
That I went to London to get myself a wife.

The streets were so broad, and the lanes were
so narrow,
I could not get my wife home without a
wheelbarrow.

The wheelbarrow broke, my wife got a fall;

Down tumbled wheelbarrow, little wife and
all. (Curtain.)

10.—SONG.

"Three Children Singing."
Chorus.—

Three children sliding on the ice,
All on a summer's day;
As it fell out, they all fell in;
The rest they ran away.

Now, had these children been at home,
Or sliding on dry ground,
Ten thousand pounds to one penny
They had not all been drowned.

You, parents all, that children have,
And you, too, that have none,
If you would have them safe abroad,
Pray, keep them safe at home. Selected.

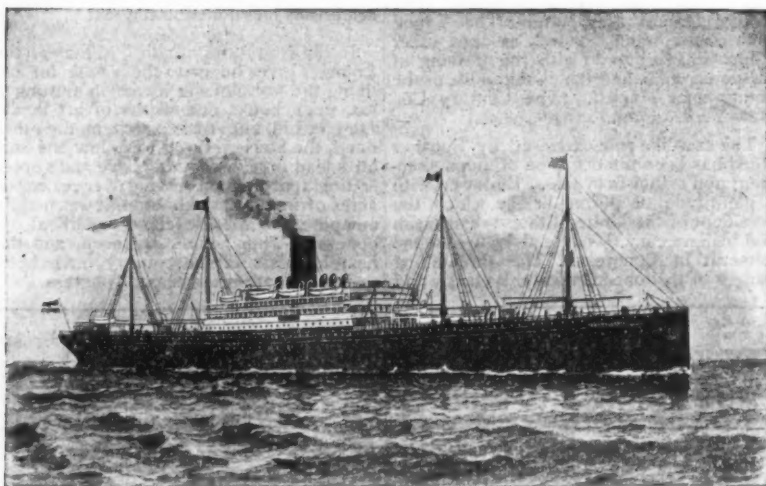
11.—QUEEN OF HEARTS.

(The Queen of Hearts stands at a table making tarts which she places on a plate beside her.)

"The Queen of Hearts, she made some tarts,
All on a summer's day;
The Knave of Hearts, he stole the tarts,
And took them clean away.

The King of Hearts called for the tarts,
And beat the Knave full sore;
The Knave of Hearts brought back the tarts,
And vowed he'd steal no more." (Curtain.)

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PENNSYLVANIA is even larger, being the largest carrier afloat.

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The very deepest hole that man has yet succeeded in making in the earth is said to be near Rybnik in Silesia, where the boring through strata of coal and rock has reached a depth of about 6,770 feet. The deepest boring in this country is believed to be an oil-well at Pittsburg, which has reached a depth of 5,740 feet, but it is to be bored much deeper for the sake of information it may furnish to science.

The Remedy Par Excellence.

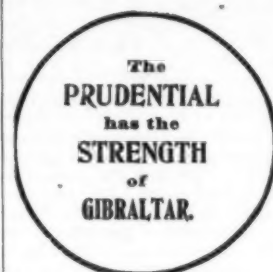
In the April, 1894, number of the "Universal Medical Journal," the companion publication to the "Annual of the Universal Medical Sciences," a magazine covering the progress of every branch of medicine in all parts of the world, and both edited by Chas. E. Sajous, M. D., Paris, France, we find the following notice of antikamnia extracted from an article by Julian, which originally appeared in the "North Carolina Medical Journal":

"The importance attached to this drug, I think, is due to its anodyne and analgesic power, and the celerity with which it acts. As an antipyretic in fevers, it acts more slowly than antipyrine, but it is not attended with depression of the cardiac system and cyanosis. Whenever a sedative and an analgesic together is indicated, this remedy meets the demand. In severe headaches it is the remedy *par excellence*."

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The three famous resorts of the "Land of the Sky" are Asheville, Biltmore, and Hot Springs. Asheville is an enterprising city, nestling amid the imperial ranges that mark the "Land of the Sky." It is distinctly a resort city, and is graced with numerous palatial villas, tasteful cottages and grand hotels. Its streets are romantic, tree-shaded drives winding about in the most picturesque fashion, and in the pretty park adjacent are the handsome homes of the favored inhabitants. The climate is singularly pure, dry and bracing, and possesses to a remarkable degree the qualities which tend to promote health and pleasure.

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On Saturday, May 29th, The West Shore Railroad will sell tickets to Niagara Falls and return at the low rate of \$8.00. Tickets will be good leaving New York on fast limited trains at 5:45, 7:30, and 3:00 P. M. arriving at Niagara Falls the next morning. Tickets will be good returning leaving the Falls until the evening of May 31st, making practically a holiday vacation of three days.

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The odor of the sweet-pea, according to "The Medical Record," "is so offensive to flies that it will drive them out of the sick room, though it is not usually in the slightest degree disagreeable to the patient." It is therefore recommended that sweet peas be placed in the sick room during fly time.

According to Nikola Tesla, of all conceivable ways of generating electrical energy, nothing in the present nor in the future is likely to compare in facility and economy with the waterfall. Of all methods of generating power, the utilization of a waterfall, he says, is the simplest and least wasteful. According to him, even if it were possible, by combining carbon in a battery, to convert the work of the chemical combination into electrical energy with very high economy such mode of obtaining power, he thinks, would be no more than a mere makeshift, bound to be replaced sooner or later by a more perfect method which requires no consumption of any material whatever.

It is hardly necessary to urge upon the teacher the necessity for the pupil to study current history, so that when he goes out into the world he may be an intelligent actor in its affairs. The pupils now in the schools are to be the future voters and office-holders, and it is the duty of the teacher to see that they are acquainted with all matters of current interest. OUR TIMES is designed especially to aid the teacher to do this. It will train the child to be an intelligent reader of the events of real importance. This paper is published monthly at only 30 cts. a year; clubs of two or more subscribers 25 cts. each. Sample free. **E. L. KELLOGG & Co.,** 61 East 9th St., New York.

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English Breakfast, black - -	25, 30, 35, 40, 50
Young Hyson, green - - - -	25, 30, 35, 40, 50
Imperial, green - - - -	25, 30, 35, 40, 50
Gunpowder, green - - - -	25, 30, 35, 40, 50
Sun-Sun Chop Tea, black with green tea flavor	70
Long-Arm-Chop Tea, black with green tea flavor	70
Thea-Nectar, black with green tea flavor	90
Basket-Fired, Japan, black - -	25, 30, 35, 40, 50
Sun-Dried Japan - - - -	50
Assams - - - -	50, 70, 80
Orange Pekoes - - - -	70, 80
Finest Brands of Ceylon Teas - -	50, 70, 80, 1.00
Roasted Coffees - - - -	15, 25, 35, 50

Send this "ad." and 10c. in stamps and we will mail you 1/4 lb. of any kind of Tea you may select. The best imported. Good Teas and Coffees, 25c. per lb. We will send 5 pounds of FINE FAMILY TEAS on receipt of this "ad." and \$2.00. This is a special offer!

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